DOCUMENT RESUME

ED 112 024 CE 004 771

TITLE	Career English.
INSTITUTION	Dependents Schools (DOD), Washington, D.C. Pacific Area.
PUB DATE	Nov 74
NOTE	158p.
EDRS PRICE	MF-$0.76 HC-$8.24 Plus Postage
DESCRIPTORS	Career Choice; *Career Education; *Course Content; *English Instruction; Grammar; Objective Tests; Questionnaires; Relevance (Education); *Secondary Education; Student Projects; Writing Skills
IDENTIFIERS	*Career English

ABSTRACT

Career English is a course planned to teach the fundamental communicative skills to students in a meaningful, motivational, practical way through the medium of career choice. The handbook is meant to be a supplementary tool for high school teachers. Phase 1 focuses on the fundamentals of basic grammar and basic writing; it is divided into seven lessons: nouns and pronouns, subjects and verbs, complete and incomplete sentences, the paragraph, punctuation and capitalization, usage, and suggestions for review. Each of the lessons contains definitions, classifications, examples, spelling, vocabulary, and tests. Every effort must be made to correlate Phase 1 with Phase 2, where the student is asked to research and complete a written project on his future career. The project has 14 main sections: title page, introduction, application section, resume, written correspondence section, student cumulative record sheet, job description sheet, career English questionnaire, statement of final decision, student evaluation of the project, related newspaper and magazine articles, correction sheets, list of resource materials, and oral talk. Instructions to the student are included for each section. (Questionnaires and pre- and posttests are included.) (AG)

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CAREER ENGLISH

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PACIFIC AREA

DEPARTMENT OF DEFENSE SCHOOLS

EDWARD C. KILLIN
DIRECTOR

DISTRICT III SCHOOLS

Philippines - Taiwan

DONALD L. GRANT
SUPERINTENDENT

NOVEMBER 1974

CE 004 771

FOREWORD

The Career English Handbook can be considered a breakthrough and a tremendous supplementary tool for use by our teachers in the high schools. A special note of thanks should go to Mr. Antonio Carmone for his role in making this project come in to fruition.

Thanks are also extended to all other contributors to a fine product. The adage may be old yet timely - that "the proof of the book will be in the putting" - The "putting" of the book into use by teachers and by students is as important as is the "putting" of it together.

The myriad projects and activities suggested in this handbook will certainly make English more relevant and meaningful.

If, as you use this book, you can find ways to improve it, please don't hesitate to take your suggestions to Mr. Carmone.

Donald L. Grant

DONALD L. GRANT
Superintendent
Department of Defense Schools
District III (Philippines - Taiwan)

THE CAREER ENGLISH HANDBOOK

In Career Education criticism has been leveled at "the bandwagon" approach, the gimmickry, and the extraneous materials produced by publishers to sell products. What you are about to delve in is not just another paper production. We feel that the expertise of Mr. Carmone and the assistance afforded him by the educators in our district have generated a timely, useful, and helpful product - The Career English Handbook.

It should not be confused with a cookbook that has all the recipes. There are opportunities for the consumers to add a little spice to make experiences in English more palatable.

Please use it, enjoy it, and criticize it - with your help we can make a good handbook better.

Daniel L. Stabile

DANIEL L. STABILE
Coordinator for Career Education
District III

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INTRODUCTION

I. Background of Career English

Though they are by no means inclusive, the following are some questions and answers which led to the implementation of the Career English program at Wagner High School.

A. What would be the purpose of implementing a Career English Program?

The purpose of effecting a Career English course might best be presented by a definition of Career English. Career English is a course which has been planned to teach the fundamental communicative skills to the student in a meaningful, motivational, practical way through the medium of career choice.

In an attempt to avoid any possible misinterpretation of the above definition, (which may result from semasiological ambiguity), each of the elements of the above definition is enumerated and briefly explained below.

In an explanation of each of the following definitive elements, sentences begin with such terms as "the student should learn", "the student tries", or "the student is able," and so on.

These sentences are written in this manner in order to effect clarity in meaning, purpose and intention. They are not necessarily the specific goals of

Career English, which are indicated in the Goals and Objectives section of the Introduction. However, it should be mentioned that since these definitive elements are intrinsic to the course itself, they have a bearing and a relationship to the goals which are indicated later in this book.

1. Communicative Skills

   The student should learn the fundamental communicative skills of reading, writing, listening and speaking. These are presented in Phase I and Phase II of Career English.

2. Meaningful and Practical

   The student understands that the fundamental communicative skills are necessary for effective communication with people in the world of work.

3. Motivational

   The student tries to learn the fundamental communicative skills because he sees their importance from a practical as well as a theoretical viewpoint. Moreover, because these skills are based upon a career which he has chosen, the student identifies himself with the classroom subject matter. Therefore, it is hoped that the communicative skills will not be viewed as "just another hassle" that one must go through to earn units in English. But rather it is hoped that because the student correlates his future directly with the content of the communicative skills, he will learn these skills. He will employ them as effective tools of communication after high school graduation.

4. Medium

   Medium is defined as method and content from which the communicative skills are taught. The terms "method" and "content" may be further clarified when an explanation is offered regarding the interchangeability of the terms "Career English".

5. Career Choice

In Phase II of Career English the student is asked to research and complete a written project on his future career. Attitudinal tests, questionnaires, conferences with guidance counselors, visits by the Career Education Coordinator, guest speakers from the various career fields, classroom discussions, student-teacher conferences, and the content of the Career English project itself, should be employed to guide the student to his career choice. Of course, the communicative skills are an integral part of the Career English project. Reading skills are reinforced through research materials. Writing skills are reinfroced through the composition of the project. And, speaking and listening skills are reinforced by discussions with guest speakers and an oral presentation of the completed projects towards the end of the course.

B. What students would be admitted to Career English classes?

Career English would be open to the different grade levels. However, it would be especially offered to juniors and seniors who did not intend to enroll in a university or college after high school graduation. These would be students who planned to enroll in the world of work after high school graduation or who intended to enroll in a trade school, business school, technological school or enlist in the armed services. (Technological schools were included in this category because they do not require candidates to enroll in a four-year college program. Moreover, as a rule, a primary intention of a school of technology is to prepare its candidates for a specific skill.)

In addition, Career English would be oriented to those juniors and seniors who received low grade averages in English.

C. Is there a need for a Career English program?

In a very positive sense, every means should be used to teach high school students the fundamental communicative skills, since written and oral communication is such an integral part of their daily lives. It is hoped that Career English would be a positive force in assisting students (especially those who have attained low grade averages in English and who are not college bound) to acquire a practical knowledge of the communicative skills through a medium which would be a vantage point of interest to a future career. Showing students how the communicative skills have such a vital role in the world of work and showing students how these same skills may be practically utilized in the application for (and the possible acquisition of) a job in their future career field, and encouraging students to learn about their future career fields via the communicative skills, might enkindle within the students the necessary motivation to want to learn the basic elements of these skills. Therefore, the need for Career English is demonstrated from the viewpoint of the student in several ways.

First, the students would acquire a practical knowledge of the communicative skills to the realization of their future careers. Thirdly, the students would be encouraged to learn more about their future careers, as well as the initial steps of building a laison between themselves and their future careers, via the communicative skills.

II. The Goals of Career English

After having realized the purpose and need for Career English, the Career Education Coordinator of District III and the newly appointed Chairman of the Language Arts Department at Wagner High School had decided to recommend that a Career English Pilot Program be introduced at Wagner High School.

On December 26, 1973, an Ad Hoc Committee convened with the primary purpose of defining and clarifying the goals of the Career English program. This Committee was composed of five Language Arts teachers from the high school in addition to the Chairman of the English Department, the high school reading specialist, the PVOT Coordinator, the high school junior and senior guidance counselor. The Committee was chaired by Dr. Daniel Stabile, Career Education Coordinator, District III. The Ad Hoc Committee had recommended the following goals, which have been modified and accepted as an important segment of the goals of the Career English program at Wagner High School.

1. Career Awareness

Assist the student in identifying personal interest areas.

2. Self-Awareness

Assist the student to recognize abilities, interests and values.
Assist the student to make associations between abilities and job tasks.
Assist the student to make associations between interests and possible job satisfaction.

3. Appreciation and Attitudes

Assist the student to relate the economic, social and psychological aspects to his individual needs.

4. Decision Making Skills

Assist the student to identify and state his personal goals as part of making career decisions.
Assist the student to become proficient in identifying and using resource information in making career decisions.
Assist the student in understanding that decision making includes responsible action in identifying alternatives, selecting alternatives most consistent with his goals, and taking steps to implement a course of action.

5. Economic Awareness

Assist the student in assessing his life style and future occupational role.

6. Getting Started

Assist the student in realizing his aptitude by familiarizing him with his future job/career by class content and subject matter.

7. Educational Awareness

Assist the student in relating his present educational planning to his career.
Make the student aware of the necessity of continuing education in his future career.

8. Work Habits and Attitudes

Assist the student to develop necessary work habits and attitudes in the job area of his choice.

Since the aforementioned goals are career oriented, it should be reiterated that these goals should be realized in conjuction with the fundamental communicative skills. Therefore, a ninth goal should be specifically pointed out.

Career English will emphasize the fundamental communicative skills of reading, writing, speaking and listening. These skills will be presented through the medium of careers.

III. Objectives

This book makes no attempt to list specific objectives. Teachers should be permitted flexibility in determing specific objectives in view of individual differences within Career English class or within a Unit of study to be intergrated into a regular English class. Moreover, this handbook is designed as a flexible tool for a nine week mini-course, semester course and a one or two week unit approach. The teacher may wish to develop specific objectives which would meet the needs of the students from the goals presented in this book.

IV. The Interchangeability of the Term, Career English

There is still an important question which warrants a brief clarification. How are the communicative skills and the concept of careers supportative to each other? In other words, where is the English in the career con-

cept of Career English? Conversely, how are careers used to convey the communicative skills? The latter inquiry involves more than a play on words. It involves the basic rational of the Career English program and therefore warrants an answer.

In Phase I of Career English emphasis is placed on the communicative skills. But the presentation of these skills, the methodology and/or technique by which they are conveyed is based upon career oriented course work. The language which is used in each lesson, the vocabulary, spelling, exercises and examples relate some information about careers. As a matter of fact, though it may be taught as a separate unit in itself, Phase I actually introduces various sections of the career project, which the students are asked to complete in Phase II. For example, an objective of Lesson IV in Phase I is to teach students how to write a unified, coherent paragraph, whereas an objective of Lesson V is to teach the students correct punctuation. The content presented in Lesson IV is based upon the resume and a letter of application for a job. The punctuation presented in Lesson V is based upon a presentation which instructs the students on using the Occupational Outlook Handbook.

Similar examples in other lessons may be cited; but the idea of unifying the communicative skills and career concepts is essentially the same. Needless to say, the communicative skills are reinforced throughout

Phase II be reminding students of the importance of complete sentences, unified paragraphs, correct usage, capitalization, spelling and punctuation while completing each segment of their Career English project. Then too, student correction sheets are provided in Phase II in order to check for good writing habits. In some sheets (for example, the correction sheet on the Career English questionnaire) both the content pertaining to careers and the checklist for good writing are contained on the same chart. Therefore, an attempt is made to show the student a relationship, an interchangeability between career concepts and the communicative skills.

How are career concepts and the communicative skills supportative to each other? One important answer then is through the way the subject matter and content for both careers and the communicative skills is approached throughout Phase I and Phase II of Career English. For it allows teachers to employ a methodology by which they may approach, teach or talk about English and careers in a single compact unit of presentation.

V. A Commentary on Pre-Testing and Post-Testing in Career English

The cognitive pre-test and post-tests of Career English are identified as follows:

A. Test on Career Oriented Data

The purpose of this test is to measure the

students' knowledge of the world of work which is presented through Phase I and Phase II of the Career English program. Therefore, questions on this test are limited to the Career English course content. They are by no means oriented to the total scope of Career Education, although teachers are invited to broaden the concept of Career English in relationship to career concepts if they choose to do so.

B. Tests on Content Pertaining to the Communicative Skills

The purpose of these tests are to measure the students ability to identify those elements of the communicative skills which are presented throughout Phases I and II of Career English. As with the tests on career oriented data, these tests do not attempt to cover the total spectrum of the communicative skills. As a matter of fact, they are purposely limited in scope in order to meet the needs and abilities of the type of student who enrolls in Career English classes. However, the scope of these tests may be easily expanded by teachers for their own respective classroom use.

Finally, the pre-test and post-tests of Career English are identical in content. Nevertheless, the teacher may choose to write separate tests if he determines a need for a distinct difference between the pre-tests and post-tests.

VI. Pre-Test and Post-test on Career Oriented Data

The following questions compose the pre-test and post-test on the course content which pertains to career and/or world of work concepts. Please remember that taken out of their proper context in Phase I and Phase II of Career English, they may seem alien to or not related to the communicative skills. However, their relationship to the communicative skills can be seen within the

total spectrum of the Career English program. (For an example of how career concepts and the communicative skills are interrelated in this handbook, please see Section IV of this Introduction which is entitled, "The Interchangeability of the Term, Career English.").

RECOMMENDED TEST

Circle the correct answer in each of the questions and/or statements below.

1. A resume is best described as

   A. A letter of application
   B. A personal data sheet
   C. A letter of recommendation
   D. A letter of information

2. Which of the following is not a fringe benefit?

   A. Vacation
   B. Salary
   C. Insurance
   D. Pension

3. Which of the following statements best describes a transcript?

   A. A record of meetings with your counselor
   B. A record indicating your school attendance
   C. A record of your course work
   D. None of the above

4. You may find information about a career which interests you in....

   A. The American Worker Quarterly
   B. The Occupational Outlook Handbook
   C. The Federal Report on Employment
   D. The Labor Relations Handbook

5. Life style means

   A. The concept which you have of yourself
   B. The way you work
   C. Your ability to do something
   D. The way you want to live

6. An aptitude test measures

   A. What you'd like to do
   B. What you can do
   C. What you are interested in doing
   D. What you're not able to do

7. Which of the following items would you not include in a resume?

   A. Personal data
   B. Abilities and interests
   C. A picture of yourself
   D. Accomplishments

8. Which of the following best describes a well written letter requesting a job interview?

   A. Block form
   B. Many details about yourself
   C. Conciseness
   D. A good writing style

9. An employee is

   A. One who works for a company
   B. One who does the hiring
   C. One chosen by a company whose special duty is to give an interview
   D. None of the above

10. Workers join labor unions because

   A. They are forced to join by the company and by their fellow workers
   B. A strong labor union means higher wages and better working conditions
   C. Some states have laws stating that companies allow labor unions
   D. Federal law states that companies and workers must avoid strikes and walkouts

11. One rule that you should remember about people who recommend you for a job is

   A. They should be your friends
   B. They should be people whom you are not familiar with, because you want an honest recommendation about yourself
   C. They should be your relatives
   D. They should be asked permission before you use their names as references.

12. The main purpose of Social Security is:

A. To find employment for people who can't work anymore
B. To encourage people to save a certain amount of dollars from their weekly paychecks
C. To help "run the economy of the nation"
D. None of the above

13. A Social Security card is important to you because

A. It is your main source of personal identification
B. You need a Social Security number when you apply for a job
C. It is required by state and federal law

14. Which of the following statements best defines "Communication"?

A. Working on your own
B. Working to get the job done
C. Working to improve yourself
D. Working with others

15. Which of the following best describes job performance?

A. How many hours you put into your work
B. How well you get the job done
C. How well you get paid
D. How well you get along with others

VII. Pre-Test and Post-Test on the Communicative Skills

These tests should not be taken as the sole indicators of how the communicative skills are related to career concepts in this handbook, because they are very general in their scope and content.

RECOMMENDED TESTS

I. Part I

Circle the correct answer in each of the multiple choice questions and/or statements given below.

1. A noun is a word which

   A. Modifies a verb
   B. Shows action or states being
   C. The name of a person, place, thing or idea
   D. None of the above

2. How many proper nouns can you find in the following sentence?

   I think that John received his Social Security application on Mitchell Street.

   A. Two
   B. Three
   C. One
   D. Five

3. How many common nouns can you find in the following setence?

   The workers boycotted all products coming in the city.

   A. One
   B. Three
   C. Five
   D. None of the above

4. A pronoun is a word which is used to

   A. Take the place of a noun
   B. Modify a verb, adjective or another adverb
   C. The name of a person, place, thing or idea
   D. An action word

5. Which of the following groups of words best describes the function of a noun or pronoun?

   A. Used in diagraming sentences
   B. Used to show the differences in the parts of speech
   C. Used as a subject of a sentence
   D. Used as guides in an outline

6. Which of the following groups of words best describes the subject of a sentence?

   A. Part of a verb phrase
   B. Talked about by the verb
   C. Object of a preposition
   D. Direct object

7. Which of the following sets of personal pronouns may be used as subjects of a sentence?

   A. You, me, him, them
   B. Your, you, me, her
   C. I, we, you, they
   D. His, him, us, you

8. A verb is a word which

   A. Expresses action
   B. Modifies an adverb
   C. Modifies an adjective
   D. None of the above

9. Which of the following groups of words best describes the function of a verb?

   A. An object of a preposition
   B. Terminates a sentence
   C. Used in sentence fragments
   C. Completes a sentence

10. Which of the following sets of verbs indicate state of being or existence?

   A. Jump, run, walk
   B. Apply, enlist, employ
   C. Is, are, were
   D. Know, state, give

II. Part II

Circle the correct answer in each of the multiple choice questions and statements given below.

1. A complete sentence must have

   A. A noun and pronoun
   B. A subject and verb
   C. A verb and an adjective
   D. A verb and an adverb

2. Which of the following groups of words best describes why writing a complete sentence is important?

   A. Shows that the writer can communicate effectively
   B. Shows that the writer has a high school education
   C. Shows that the writer has a knowledge of grammar
   D. Shows that the writer is a good student of literature

3. A good topic sentence insures

   A. Unity in a paragraph
   B. Emphasis in a paragraph
   C. Coherence in a paragraph
   D. None of the above

4. Which of the following groups of words best describes the function of a topic sentence?

   A. A good ending in a paragraph
   B. A statement of the main idea in a paragraph
   C. A denial of the writer's intention
   D. None of the above

5. Which of the following groups of words best describes a paragraph?

   A. A group of words that developes a single topic
   B. A statement of an idea on any topic
   C. A group of sentences that developes a single topic
   D. A group of related words having a subject and a predicate and expressing a complete thought

III. Part III

Circle the correct answer in each of the multiple choice questions given below

1. Which of the following sentences is punctuated correctly?

   A. A good letter of application is concise
   B. A good letter, of application, is courteous
   C. A good letter of application is confident.
   D. A good letter of application is correct?

2. Which of the following sentences is punctuated incorrectly?

   A. He received a bonus for working overtime, he hurriedly deposited it in a bank
   B. Everyone is entitled to equal employment opportunities.
   C. Chuck went to technical school; he later got a job with a firm in Chicago.
   D. John is an apprentice with the American Plumbing Corporation, and he enjoys his new job.

3. Which of the following sentences has poor capitalization?

   A. My appointment for a job interview is on Wednesday.
   B. Always be on time for a job interview.
   C. john lost a job with the Dyess knife company because he was late.
   D. Some of your high school classes should prepare you for your future profession.
   E. A personnel director in a company has many responsibilities. One of these responsibilities is hiring new employees.
   F. The store manager like John's work; he gave John a raise in pay.

4. Which of the following setences is punctuated incorrectly as well as having poor capitalization?

   A. The superintendent said, "Social Security benefits you in many ways."
   B. labor unions concentrate on helping their members by requesting fair salaries and good working conditions.
   C. Where are those labor contracts?
   D. Frank said, bring your high school transcripts social security card and a complete record personal information with you when you Apply for a job.

5. Which of the following groups of words is punctuated incorrectly?

A. September 6, 1974
B. Dear Mr Jones.
C. Boston, Massachusetts 07453
D. Sincerely yours,

IV. Part IV

Choose the correct answer in each of the multiple choice questions below.

1. Which of the following sentences is incorrect because of poor usage:

   A. It don't make sense to throw away money.
   B. Have you ever taken an aptitude test?
   C. Good employees are willing to invest their time and money in your future
   D. What really counts on the job is your performance.

2. Which of the following sentences is incorrect because of poor usage?

   A. He forgot to take his payroll deduction card with him.
   B. I have to chances for employment.
   C. There is no need to worry about a personal financial crisis if one has a solid savings account.
   D. The thing that really counts on the job is your performance.

3. Which of the following sentences is incorrect because of poor usage?

   A. Their are three of us going to vocational school.
   B. There isn't any reason why you can't be successful without going to college.
   C. Then too you may wish to enlist in the armed services.
   D. Don't hesitate to pursue the career of your choice.

4. Which of the following sentences is incorrect because of poor usage?

   A. Every bank has its own rate of interest.
   B. Everyone of them know the benefit of working together.
   C. Whose pay voucher is this?
   D. There are many opportunities in the field of mechanics.

5. Which of the following sentences is incorrect because of poor usage?

   A. The secretary accepted John's application.
   B. The employment agency that aided Bill charged him 10% of his first three months' earnings.
   C. Be sure to ask you're future employer about the possibility of joining the credit union.
   D. Besides having knowledge about your job it is important to be able to communicate with others.

VIII. The Affective Domain

Either of the following tools may be used to determine the attitude of the students enrolled in Career English.

A. The Hall Occupational Outlook Inventory

B. The Kuder Preference Record Vocational Form CH

C. The Career English Questionnaire

In brief, the Hall Occupational Outlook Inventory and the Kuder Preference Record Vocational Form are frequently used to determine student preferences, needs and values. These tests would be especially valuable in reflecting a student's attitude toward his career and desired life style. Therefore, when students begin their Career English project, they should be able to see whether or not they are best suited for a particular job or a particular category of jobs. These tools may also be used as guides by teachers and counselors to help a student choose his future career. (It is recommended that the counselor be an integral part of this program. If possible, counselors should administer tests and should be invited as guest speakers in Career English classes.)

As the aforementioned tests, the Career English Questionnaire[1] is optional. It does, however, have

[1]This questionnaire should not be confused with the Career English Questionnaire which students should complete as part of the Career English Project in Phase II.

several functions. It gives the teacher an idea of the students' attitude toward English. It gives the teacher an idea of how to present his Career English class by determining student outlook. It can be used as a tool to evaluate a Career English class at the end of a course by changing the term "English" (in each question) to Career English.

THE CAREER ENGLISH QUESTIONNAIRE

1. Do you believe that the English courses which you have had thus far are

   A. Definitely worthwhile
   B. For the most part worthwhile
   C. Totally worthless
   D. Have some but little value

2. How would you rate all your high school courses in preparing you for your future job or profession?

   A. Excellent preparation
   B. Good preparation
   C. Fair preparation
   D. Poor preparation

3. How would you rate your past English courses in preparing you for your future job or profession?

   A. Excellent preparation
   B. Good preparation
   C. Fair preparation
   D. Poor preparation

4. If you have had a lack of interest in any English course, it was because

   A. The subject was too difficult
   B. You've always hated English
   C. The teachers were not interested in parts of the subject which you felt were important to you
   D. The subject was taught in an uninteresting manner

5. I would like English better

   A. If there were less talk by the teacher and more practical classwork on my part (with the teacher assisting me in completing my practical work)
   B. If the teachers cared more about me - rather than the subject
   C. If I had more to say about what the subject should include
   D. If the textbooks were easier

6. If I were teaching English, I would

   A. Have more films which were related to the classwork
   B. Have more class discussions and fewer lectures
   C. Have more outside speakers
   D. Have more practical work

7. I feel that writing assignments (compositions) in English are

   A. Always worthwhile
   B. Seldom if ever worthwhile
   C. Occasionally worthwhile
   D. Usually worthwhile

8. The thing I like <u>least</u> about English is

   A. Doing a project
   B. Reading assignments
   C. Learning grammar
   D. Writing a paper

9. The thing that I like <u>most</u> about English is

   A. Doing a project
   B. Reading assignments
   C. Learning grammar
   D. Writing a paper

10. This questionnaire has covered

   A. All the changes that I would make in an English class
   B. Almost all the changes that I would make in an English class
   C. A few of the changes that I would make in an English class
   D. None of the changes that I would make in an English class

II. Part II

Directions

Please rank the following items according to what you would consider to be of most importance to you in your Career English Course. These items are numbered from 1 to 10. Number 1 would be your first choice in a Career English Course and number 10 your last choice. Ask your teacher for assistance if your are confused in any way.

Remember, be honest in ranking your choices. You are playing an important role in developing your Career English course.

_____ Fewer class discussions and more projects

_____ Guest speakers who would talk about different jobs

_____ More class discussions and fewer lectures

_____ Magazines and newspapers instead of textbooks

_____ Easier textbooks

_____ A lot of films about future jobs

_____ A course which would help prepare me for my future job

_____ More teachers who are interested in me

_____ More adult responsibility; freedom to move in and out of the classroom to work or study

_____ More personal help from the teacher

Which part of an English Course do you consider the most important? Rank them from 1 to 5. Number 1 would be your first choice and number 5 would be your last choice. Please ask your teacher for assistance if you are confused in any way.

_____Punctuation

_____Grammar

_____Compositions

_____Vocabulary and Spelling

_____Writing Letters

Thank you for your cooperation!

IX. Materials

A. Suggested Materials for Immediate Classroom Use

Career English has been designed for convenient implementation, if teachers wish to introduce it as a course in their schools. Therefore, the subject matter itself should not rely too heavily upon materials and supplies which may not be readily available. As a suggestion, teachers may wish to ditto the various exercises which are given throughout Phase I and Phase II for student use. The Occupational Outlook Handbook and the Dictionary of Occupational Titles may be obtained from the school library, counselor's office or may be utilized in base libraries.

B. Suggested Materials (If available)

A list of supplementary materials which may be used in Career English (if availability permits their utilization) is given in the materials section of this text. These materials are not considered as essential to either Phase I or Phase II because they may not be available to schools within each District. Of course, the list is by no means complete and may be supplemented with any other materials which may be of use in Career English classes.

X. Final Remarks

The following points should be made before Phase I and Phase II of Career English are approached.

A. It has been indicated, both Phase I and Phase II may either be taught separately or they may be taught as combined units as was originally intended.

B. In Phase I, the pronouns "you" and "we" are interspersed within each lesson because the author has attempted to create a normal classroom situation by simulating a conversation between a teacher and his/her students.

C. In Phase II, an effort has been made to give students valid reasons for completing their projects. Therefore, each section of the Career English project to be completed by the students has its purpose stated.

D. Finally, it is hoped that both phases of Career English will be successful in orienting students to the world of work, as well as presenting them with a basic, practical knowledge of the communicative skills.

THE ANIMAL School

THE ANIMAL SCHOOL

Once upon a time, the animals decided they must do something heroic to meet the problems of a "New World", so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying and to make it easier to administer, all animals took all the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made excellent passing grades in flying, but he was very poor in running. Since he was low in running, he had to stay after school and drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustrations in the flying class where his teacher made him start from the ground up instead of from the tree-top down. He also developed charlie horses from over-exertion and then got C in climbing and D in running.

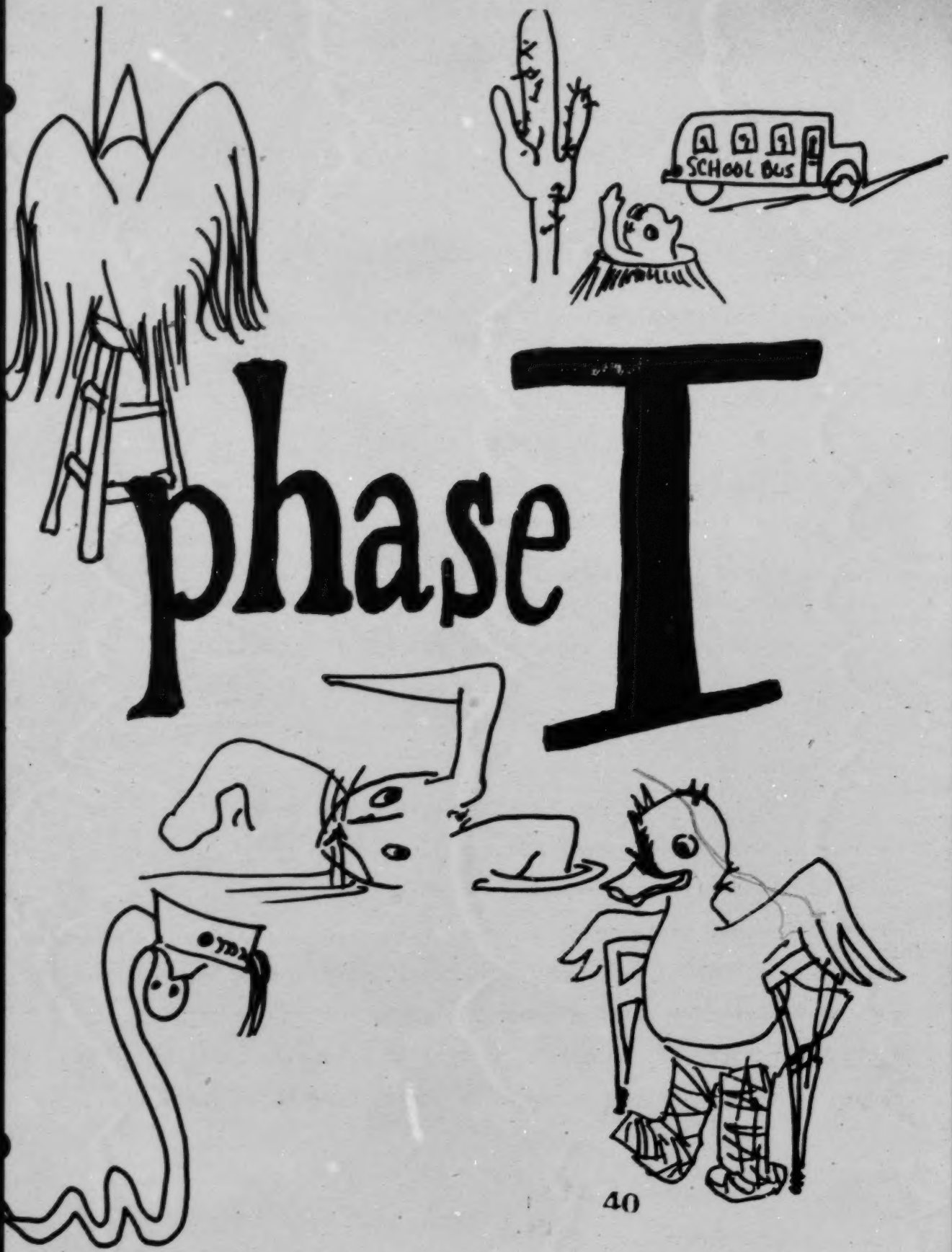
The eagle was a problem child and disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to the badger and later joined the groundhogs and gophers to start a successful private school.

Does this fable have a moral.....*

*J. Abner Peddiwell, The Sabre Tooth Curriculum (New York: McGraw-Hill, 1939). pp.74.



phase I

PHASE I

I. Description and Commentary

Phase I of Career English focuses upon the fundamentals of basic grammar and basic writing. These fundamentals stress only the essential elements of writing, so that the student does not get bogged down or overloaded with complex terminologies and exercises. This point is significant because if it is neglected, then Career English becomes just another English course which students "must take for credit." The emphasis in Career English classes should be that of making English practical and relevant to the world of work and/or real-life situations. If the academic discipline of (so-called) traditional English cannot be sacrificed for stress upon careers, then neither should careers be sacrificed for an undue emphasis on traditional English. Both the subject matter of English and the subject matter of future careers ought to be presented in equal proportion. This equal proportion between those two elements (English and careers) is what gives Career English its unique course content.

It should also be mentioned, however, that every effort must be made to correlate Phase I of this course with Phase II. As a point of illustration, the basic sentences and examples used in the parts of speech, sentence structures, paragraphs, spelling, vocabulary, and usage in Phase I have been intentionally written with terminologies such as resume, job applications, Social Securtiy, Occupational Outlook Handbook and the like, in order to gradually familiarize the student with the various segments of their projects in Phase II.

For example, students are required to fill out a resume, and (if applicable) they should use the Occupational Outlook Handbook as one primary source in answering questions related to the future job/occupation of their choice.

Similary, such a correlation between Phase I and Phase II demonstrates how English is a practical tool which may be gainfully employed in everyday life. The following example attempts to illustrate this point.

1. The student should be encouraged to understand that one cannot write a letter requesting a job interview if he cannot write a complete sentence.

2. Complete sentences rely upon nouns, pronouns, and verbs.

3. Nouns and pronouns form subjects, and verbs form predicates.

4. Subjects and predicates make up complete sentences.

5. After four years of high school, an individual applying for a "good job" should be able to show his future employer that he can write a complete sentence.

6. His ability to write a complete sentence may mean the difference between either being hired or being ignored.

One can go around in circles citing numerous examples such as the above illustration. But the point to be stressed is that the English in Phase I is as equally valuable as the English in Phase II, because both are equal in their practical approaches to everyday life. As a matter of fact, it is not possible to have one without the other.

Likewise, it should also be emphasized that even though Phase I stresses the most basic grammatical elements, there is always the possible need for individualized instruction. Either student

assistants or the more advanced members of the class may be utilized as instructors. Caution should be taken, however, regarding the choice of student instructors, because they should be able to meet the Career English student's attitudinal as well as cognitive needs. This does mean that their presence should enhance and not inhibit the learning process. For example, one boy might refuse to have girls assist him because of fear of being laughed at by his peers. Or a girl might object to being singled out in the class by a fellow-student (student instructor) because "Everyone here knows this stuff. I've had it from the seventh grade, and I still don't know it!" Unfortunately, many similar examples might be cited. But the fact remains that for many of these eleventh and twelfth grade students, Career English is their final English class. Therefore, any method and every method must be used to make the class work.

II. Course Outline

A. Projected Assumptions

1. Since most of the students enrolled in Career English are either eleventh or twelfth graders (though in special advanced classes, students in the nineth and tenth grade levels may be enrolled), a basic assumption should be made that a student has some background in grammar.

2. Experience often proves that most students enrolled in the average English class cannot give a presentable on-the-spot oral/written account of such assignments as the classification of nouns and pronouns, the declension of nouns and pronouns, or the conjugation of regular and irregular verbs. In fact, some students are likely to protest, "We've never had that before," even though it's been drilled into them since the seventh grade. Bearing the latter thought in mind, it is suggested that Career English students not be required to perform such grammatical tasks.

3. But it is suggested that Career English students should at least be able to recognize a noun, pronoun, or verb in a sentence with a minimum amount of review and/or instruction. Likewise, they should, for example, be aware the "I," "we," "she," "he," and "they" are used as subjects in sentences, as opposed to "me," "us," "him," and "them." If a student cannot recognize such grammatical elements, then he is not ready for Career English. This is not avoiding an educational challenge. This is simply providing for individual needs and differences--both for the student who needs additional grammatical instruction, and the student who is ready to meet the objectives of Career English.

B. Course Content, Phase I

1. The subject matter of Phase I is divided into seven lessons. These lessons are presented as follows:

   a. Lesson I: Nouns and Pronouns

   b. Lesson II: Subjects and Verbs

   c. Lesson III: The Complete Sentence and the Incomplete Sentence

   d. Lesson IV: The Paragraph

   e. Lesson V: Punctuation and Capitalization

   f. Lesson VI: Usage

   g. Lesson VII: Suggestions for Review of Phase I

2. Each of the above lessons contains definitions, classifications, examples, spelling, vocabulary, and tests, which have been intentionally correlated with both the information and data that are respective to practical world of work situations. For this reason, only the parts of speech which have a relationship to the basic writing of a simple sentence are included in this book. As has been stated, one of the main purposes of Phase I is to complement the career

materials and subject matter in Phase II. Phase I is not intended to be a course in basic grammar.

3. Since Career English should be approached with an attitude of flexibility, these six lessons may be modified according to classroom needs. For example, if the parts of the following subject matter are too difficult for a particular class, then they may be simply eliminated and replaced with subject matter more applicable to those special classroom needs. Of course, the subject matter may be also supplemented by additional materials for more advanced classes. As a point of illustration, Career English may also be implemented in classes for the college-bound student. A heavier concentration, in the latter case, might be placed upon both research and reading assignments. An extensive bibliography, in addition to the proper foot-noting of both primary and secondary sources, may also be required. Or grammatical elements such as infinitives, gerunds, participles (and the like), may be introduced as tools for clearer, more effective writing.

4. In brief, this subject matter is oriented to the needs of the students involved with it. It is of special importance because it aims at elevating the status of all careers (in the mind of the student), whether a career is a civilian, military, blue-collar, or white-collar occupation. Often a student identifies himself

with a future career, so the career of his choice is of intense importance to him. For example, a career may be a step toward self-reliance, an ego booster, or a much needed security factor in the race for economic survival.

5. But no matter what reason a student may have for choosing a particular career, in what better place can he learn about his all important career than in the classroom, where he spends five hours of his life everyday for nine months of the year? With this latter thought in mind, there is no reason why the subject matter of Career English cannot be modified to meet the needs of all classroom ability levels - from classes in ESL (English As A Second Language) to classes in writing college research papers.

LESSON I: Nouns and Pronouns

I. Nouns

A. Definition

1. A noun is the name of a person.

   John lost his job application.

2. A noun is the name of a place.

   He probably lost it on Eddy Street.

3. A noun is the name of a thing.

   John was careless. The lost application cost him a good job.

4. A noun is the name of an idea.

   John's love for doing things, whenever "he felt like it," taught him a costly lesson.

B. Classification

There are six kinds of nouns (proper, common, concrete, abstract, compound, and collective). For our purposes we need only study two kinds of nouns: proper nouns and common nouns.

1. A proper noun is the name of a particular person, place, or thing and (idea).

   Larry Williams, (particular person) is the new foreman.

   The Brotherhood of Electrical Workers have their offices on Hanover Street (particular place).

   The Occupational Outlook Handbook (particular thing) has information about many different jobs.

2. A common noun is the name of any person, place or thing and (idea).

   The new supervisor (any person) is responsible for this annex.

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The workers boycotted all meat products coming into the city (any place).

Where are those labor contracts (any thing)?

C. Importance of Nouns

1. Nouns are important because they are the things we talk about (e.g., factories, lathes and machinery). They serve as subjects or objects of complete sentences. Here we shall concentrate on nouns as they are used as subject of sentences.

2. But knowing about nouns is also important while applying for a job. Look at the parts of the following job-application. Where does the applicant carelessly use proper and common nouns? What kind of an impression might this careless use of proper and common nouns have on an employer - especially if the applicant wants to be a secretary?

NAME (Last, First, Middle)	ADDRESS & TELEPHONE NO.
Jamison, Sally M.	902 hospital street Boston, massachusetts 03247
PLACE OF BIRTH	**DATE OF BIRTH**
san francisco, California	may 21, 1974

LIST PLACES OF PREVIOUS EMPLOYMENT	
NAME OF EMPLOYER	**LOCATION**
Bell Telephone Co.	1435 Yarmouth Ave., Boston, Mass.
A & O Manufacturing	895 Crestwood Boston, Mass.

Think of how many applications are written in the United States during a period of one week. Don't you think that the mistakes in the above application can be made? How many mistakes can you correct? As you can see, studying nouns is important.

II. Pronouns

A. Definition

1. A pronoun is a word used to take the place of a noun.

Chris is an employee of General Motors.
He is an employee of General Motors.

2. A pronoun has all the properties of a noun. For example, as is shown in the sentence above, it can be used as a subject of a sentence.

B. Classification

There are several different kinds of pronouns (personal, compound-personal, interrogative, relative, demonstrative, indefinite, intensive, and reflexive). As with the noun, we are not going to study all these pronouns. We are interested in only one kind of pronoun, the personal pronoun. In studying this pronoun, our main objective is to recognize it, because the personal pronoun helps to make up a complete sentence. The following rows list the personal pronouns.

	ROW I	ROW II	ROW III
SINGULAR	I	Me	Mine
	You	You	Yours
	He, She, It	Him, Her, It	His, Hers, Its
PLURAL	We	Us	Ours
	You	You	Yours
	They	Them	Theirs

Which row do you think would be of special use as the subject of a sentence?

C. Importance of Pronouns

1. Personal Pronouns are important for several reasons. However, for our study, they are important, because they take the place of nouns as subjects of a sentence.

2. Like nouns, they should not be used carelessly. The following sentences are taken from different business letters requesting a job interview. Note how the personal pronouns listed in Row I make better sentence sense, as subjects of a sentence, than the pronouns listed in Row II and Row III.

   a. (I, My) am applying for the position of draftsmen in your company.

   b. (Him, He) has given me permission to use his name for reference.

   c. (Her, She) will mail my transcript to you.

   d. (They, Their) have recommended me for work in your company.

3. Once again, think of all the job applications that are written in the United States during a period of one week. Isn't it possible that someone has used these pronouns incorrectly?

III. Spelling and Vocabulary

A. Do you recognize these words from our previous lesson?

B. Do you know what they mean?

C. Do you think that you will be able at least to recognize them if you hear them in a conversation?

D. Can you spell them - or at least remember the first three letters so that you can look them up in a dictionary?

E. Study these words. They are often used in the world of work.

1. building-annex
2. applicant
3. application
4. boycott
5. contract
6. employee
7. employer
8. foreman
9. pension
10. pensioner
11. personal
12. recommend
13. personnel
14. transcript
15. supervisor

IV. General Review and/or Test - Lesson I

A. Choose the proper nouns and the common nouns in the following sentences.

1. I think that you can get your Social Security applications on Mitchell Street.

2. Social Security is especially helpful for the young worker and his family.

3. It insures unemployment payments for people out of work.

4. This act, passed in 1935, also covers monthly retirement as well as survivors insurance and disability compensation.

5. Every reputable employer should talk to you about Social Security. If he doesn't, you'd better ask yourself about your new job!

B. How many of the personal pronouns, which are used as subjects of a sentence, can you recognize?

1. their
2. your
3. it
4. them
5. he
6. me
7. this
8. she
9. theirs
10. I

C. What are the differences in the following vocabulary words?

1. applicant
2. employer
3. pension
4. personal
5. foreman
6. application
7. employee
8. pensioner
9. personnel
10. supervisor

LESSON II: Subjects and Verbs

I. The Subject of a Sentence

A. Definition

For Career English purposes, a subject of a sentence is a noun or pronoun which is being talked about by the verb (simple predicate) in that same sentence.

B. Classification

1. There are simple subjects (either the main noun or pronoun in sentence) and complete subjects (either the main noun or pronoun with all its modifiers.) Since our main objective is simply to write a complete sentence, we'll just review or learn to recognize the simple subject of a sentence. Study the examples below.

   In most cases, wise laborers should join a union.

   a. Both "union" and "laborers" are nouns.

   b. But which noun does the verb, "should join," really talk about?

   c. Who should join? The laborers should join. Then "laborers" is the subject of the sentence.

2. Take another example.

   He is studying to be a craftsman.

   a. "He" is a personal pronoun and "craftsman" is a noun.

   b. But to which part of speech does the verb "is studying" directly refer?

   c. Who is studying? He is studying. Therefore, he is the subject of the sentence.

C. Importance of Subjects

1. It has already been emphasized, that all complete sentences need a subject. Always check your letters and applications to make sure that your sentences are not missing their subjects.

2. Check the following sentences. Which sentences are missing a subject? Notice how awkward the incomplete sentences sound. Correct each sentence.

Dear Sir:

I am a graduate from Wagner High School. Am applying for a job as an apprentice-electrician. Would consider me as a possible candidate with your firm? . . .

3. How would your future employee react to such a letter? Think about it!

II. The Verb

A. Definition

1. A verb is a word that expresses action.

They assembled the new generators.

2. A verb is a word that helps to make a statement about the subject.

He requested his Social Security card.

B. Classification

1. Other than action verbs, some verbs simply serve as a "link" between two words. These are called "linking verbs." The most common of these verbs is the verb "to be."

2. Yet we are not concerned with learning the names of

these verbs. As with the personal pronouns, just try to recognize them, so that you will be able to use them in writing a complete sentence. Sometimes linking verbs are used with action verbs to form verb phrases.

3. Rows I, II, and III list the verb "to be." Rows IV and V list the other "linking verbs."

ROW I	ROW II	ROW III
be being am is are was were	shall be will be has been have been had been shall have been will have been	should be would be may (might be) can be could be should have been would have been could have been
ROW IV		ROW V
appear become grow remain seen stay		feel look smell sound stay

C. Importance of the Verb

1. Simple verbs (also called predicates) say something about the subject of the sentence. It is impossible to have a complete sentence without a verb.

2. Read the sentences below. With the exception of the first sentence, notice how ridiculous the other sentences sound without a verb. Fill in the missing verbs.

   a. The demand for certain jobs and professions changes throughout the years.

   b. For example, the demand for English teachers _____ not as great in 1974 as it _____ in 1965.

   c. Therefore, the high school graduate _____ careful about his future job.

   d. He_____ himself, "what _____ the demand for the job of my choice within the next five years?"

   e. Come to think of it, what _____ the employment outlook for machinists in 1974?

3. Have you used any verb phrases in completing the above sentences? If so what are they?

III. Spelling and Vocabulary

A. How observant were you during the two previous lessons?

B. Can you spell the following words?

C. Do you know their meaning?

D. Will you be able to recognize them on either a form or an application?

E. Why are these words so important in the world of work?

1. apprentice
2. candidate
3. compensation
4. disability
5. employment
6. insurance
7. labor union
8. profession
9. request
10. retirement

IV. General Review and/or Test-Lesson II

A. Write five sentences stating why you have chosen a particular occupation as your future career. Try to write them naturally without intentionally thinking about subjects and verbs.

1. Now review your five sentences. Underline the subjects and verbs.
2. Did you leave out a subject or a verb in any of the sentences?
3. Did you use an action verb? A verb that states a fact? A form of "to be?" A verb phrase?
4. How did the use of any of these kind of verbs help to express what you wanted to say accurately and clearly?

B. Review the vocabulary words that you have studied in Lesson II. Which of these vocabulary words would you use in the following sentences?

1. I wish to _____ that my transcript be sent to the Sea and Land Transportation Co.
2. It's difficult to find _____ when there is a lot of job competition in your field.
3. I don't mind being an _____, so long as I am entitled to fringe benefits.
4. Tom was injured while welding a steel beam. It's a good thing he was covered by _____.
5. Right now, I'm a strong _____ for that new position.

LESSON III: The Complete Sentence and the Incomplete Sentence

I. The Complete Sentence

A. Definition

1. A sentence is a group of words having a subject and a verb and expressing a complete thought.
2. We have already talked about the importance of writing a complete sentence in our study of nouns, pronouns, subjects, and verbs. A complete thought and a complete sentence are really one in the same idea.
3. Read the five sentences below. What are the subjects and verbs in each sentence? What main points do these five sentences make about job choice?

    a. Many jobs require additional training after high school.

    b. For example, Bill Clemens became an electrician.

    c. His company sent him to school for on-the-job training.

    d. Even after training, Bill was an apprentice for an additional year.

    e. Bill said, "The possibility of more school after graduation should be considered before landing a job."

B. Classification

1. There are many kinds of sentences (simple, compound, complex, compound-complex). Sentences are also classified as declarative, interrogative, imperative, and exclamatory sentences.

2. However, we just want to recognize and write a complete sentence.

C. Importance of Complete Sentences

1. There are many reasons why you should be able to show your employer that you can write a good sentence in your letter of application. Three reasons are listed below. Can you think of any other reasons?

a. A complete sentence shows that the applicant is competent.

An incomplete sentence may give an employer the impression that the applicant is careless and sloppy.

b. A complete sentence shows that the applicant was attentive.

An incomplete sentence may show that the applicant is inattentive. If he was inattentive in school, he may be inattentive on the job!

c. A complete sentence shows that the applicant can express himself and communicate clearly.

An incomplete sentence may give the employer second thoughts about whether the applicant can communicate. One of the most important facts an employer must consider is an employee's ability to communicate with others. Communication means working together. Working together means getting the job done.

2. Try to write two sentences about each of the ideas below.

   a. The starting salary you desire from your future job

   b. Your first job choice

   c. Your second job choice

   d. Your attitude toward yourself

   e. Your attitude toward others

II. The Incomplete Sentence

A. Definition

1. An incomplete sentence is a group of words that fail to express a complete thought.

2. Another name for an incomplete sentence is a sentence fragment.

B. Classification

1. Incomplete sentences (or sentence fragments) are written because of misusing participles, gerunds, infinitive phrases, and omitting subjects and verbs.

2. You will not be asked to check your written work for participles, gerunds, or infinitives. But you are asked to use your "sentence sense." Ask yourself the following questions:

   a. Does this group of words have a subject?

   b. Does it have a verb?

   c. Does it express a complete thought?

3. Rewrite the following incomplete sentences.

a. Receive paychecks bi-weekly

b. Good employers fringe benefits

c. Sources for overtime

d. Without compensation

e. Try to with co-workers

III. Spelling and Vocabulary

A. In an interview with your employer, would you know the meaning of the following words?

B. Would you be able to use these words correctly in a conversation?

1. attitude
2. bi-weekly
3. bonus
4. communicate
5. compensation
6. co-worker
7. job competition
8. fringe benefits
9. job-competency
10. express (as in "expressing yourself")

IV. General Review and/or Test - Lesson III

A. What is the difference between a complete sentence and an incomplete sentence?

B. Write ten complete sentences using the vocabulary given to you in Lesson III.

1. Are these words written sensibly in each of your sentences?
2. Are these words written effectively in each of your sentences?

C. Correct the spelling in the following words.

1. hiney benefets
2. comunicate
3. bonuz
4. atitude

LESSON IV: The Paragraph

I. The Paragraph

A. Definition

A paragraph is a group of sentences that develop a single topic (or idea).

1. Develop - means that all sentences in a paragraph refer back to or talk about the single topic or idea (in that paragraph).
2. Single topic - the distinct topic being talked about in the paragraph.

B. The Topic Sentence: A Lesson in Unity

1. An excellent guideline that may be used for checking on whether or not a sentence belongs in a paragraph is the topic sentence.
2. Topic sentences may come in the beginning, middle, or end of a paragraph. It is safest, however, to place them in the beginning of a paragraph.
3. A topic sentence states the main idea of a paragraph.
4. All sentences which are united to the topic sentence are called supporting sentences.
5. Read the paragraph below.

   In the first paragraph called "The Resume," all the supporting sentences go back to the topic sentence. This paragraph has unity.

In the second paragraph called a "Poor Letter of Application," only one sentence supports the topic sentence. (Can you find this sentence?) This paragraph lacks unity.

The Resume

a. Employers find the resume (pronounced REH-ZOO-MAY) especially helpful in screening a job seeker's qualifications. (TOPIC SENTENCE)

____For example, by reviewing a resume an employer is able to get a total picture of the job seeker's education, work experience, and personal assets.

____In addition, the resume presents the employer with a summary of the applicant's personal data: date of birth, height, weight, and physical condition.

Because employers find the resume so helpful in reviewing job applications, the wise job seeker includes a clear, concise resume with his letter of application.

b. Poor Letter of Application

June 26, 1974

Dear Sir:

I am applying for a job with your company. I have graduated from Wagner High School this past semester. Wagner High School is located in the Philippines. It has a student population of nearly 1,000. Of the 1,000 students at Wagner, 200 are seniors. I graduated 40th out of the 200

seniors. It wasn't easy, but I managed to do it. Anyway, graduating 40th out of a class of 200 shows that I have the guts to get things done. Coming to think of it, I think you should know that "having guts to do things" is a family trait. In 1865, by my great, great, great, great grandfather, Seth Crumpacker, moved west. He.....

c. Of course, the "Poor Letter of Application," (as exemplified above) is not unified. As a matter of fact, it sounds ridiculous and perhaps somewhat exaggerated. But remember, <u>paragraphs that are not united do sound ridiculous</u>, whether or not they are exaggerated. Be especially careful when you write business letters and/or letters of application. Don't sound ridiculous.

C. <u>Connectives</u>: <u>A Lesson in Coherence</u>

1. It is true that good paragraphs are united paragraphs. But something else is needed to link the unified sentence more closely together.
2. <u>A word or expression which links (or connects) sentences and/or paragraphs together is called a connective</u>.

3. There are many connectives. Some are listed below.

a. also	h. first
b. besides	i. second
c. moreover	j. finally
d. too	k. next
e. in addition	l. for example
f. however	m. for instance
g. presently	n. in other words
	o. as I have said

4. One word of caution: Be careful not to overuse connectives. Use them only when necessary.

5. Read the following paragraph entitled "The Letter of Application." Besides giving some examples of using connectives, it gives some pointers about writing a good letter of application for a job.

How many connectives can you find in the following paragraph?

How does the poorly written letter of application (which was given to you as an example of a non-unified paragraph) violate some of the characteristics of good letter writing that are advised in the following paragraph?

The Letter of Application

A good letter of application has five characteristics. First, it is correct. There are no mis-

sing nouns, missing verbs, or incomplete sentences. Secondly, it is concise. Concise means saying what must be said in as few words as possible. It is clear. Your employer understands exactly what you have to say. A good letter shows that you are confident. This does not mean that you are boastful or inconsiderate. But it does mean that you are a person who is reliable, because you have faith in what you can do. Lastly, it is courteous. Courtesy shows that you have respect for yourself as well as others. Always check to see if your letter of application includes the five "c's." Remember, a good letter can mean a good job.

D. Classification of Paragraphs

1. There are many kinds of paragraphs (paragraphs of contrast, comparison, example, reason, detail, and incident).
2. Once again, however, stress is placed on your writing a good paragraph. Knowing and writing the different kinds of paragraphs are not necessary at this point.

E. Importance of Paragraphs

1. Enough emphasis has been placed on why paragraphs are necessary as practical tools for good letter writing.

2. As with the sentence, the paragraph may be used as an indicator of both your ability and personality. Therefore, be sensible. Check (proofread) your paragraph. Make it a help instead of a hindrance when your future employment opportunities arise.

II. Vocabulary and Spelling

A. Study the following words. They may be used on a future job application.

1. assets
2. personal data
3. resume
4. topic
5. work experience

B. Can you list any other words which might be used on a job application?

III. General Review and/or Test-Lesson IV

A. The Paragraph

1. Employers often request that a job applicant write a paragraph explaining why the applicant feels that he/she is qualified for a particular job. Imagine that you are applying for a job and that you are faced with the above situation. Based on the future profession of your choice, write a unified, coherent paragraph on why you feel you are qualified for a certain occupation/profession.

2. Employers sometimes ask why an applicant might choose their company for employment. Picture yourself as the applicant. Now write a unified, coherent paragraph for your future employer.

B. Vocabulary and Spelling

1. Review the words given to you in Lesson IV.
2. Write a sentence correctly using each of these vocabulary words. Be sure to spell these new vocabulary words correctly.

LESSON V: Punctuation and Capitalization

I. Punctuation

A. Description

Two reasons why punctuation is valuable when writing are:

1. Punctuation makes the written sentence both readable and understandable. For example, without the use of the period (.), sentences would run into each other and ramble on and on . . .

2. Punctuation helps present the meaning which the writer is trying to convey.

B. Classification

There are several different kinds of punctuation. Further, each kind of punctuation has its own set of rules respective to its own proper usage. However, this book suggests that elements of punctuation which should be discussed are those elements which are most likely to be found and used in written correspondence (business letters, application forms, insurance forms, and the like). The kinds of punctuation to be studied are:

1. The Period:

   a. Periods (.) are used at the end of a statement.

      The Occupational Outlook Handbook helped me answer a lot of questions about my Career English project.

   b. Periods are used after abbreviations.

      Mr. Carmone suggested that we use it as a reference.

2. The Question Mark:

a. Question Marks (?) are used after sentences which ask a question.

Why don't you try to use the Occupational Outlook Handbook in completing Phase II of your project?

3. The Exclamation Point:

a. Exclamation Points (!) are used to show strong feeling or emphasis in a sentence.

The Occupational Outlook Handbook gives an excellent overview of many different jobs and occupations!

4. The Comma:

There are several different rules for the proper use of commas (,). For our purposes two of these rules are cited.

a. Commas are used to separate items in a series.

In the Table of Contents of the Occupational Outlook Handbook jobs are listed according to general job categories. Some examples of the different job categories are: clerical sales, service, skilled and manual occupations, and mechanics and repairmen.

b. Commas are used to separate words in dates and addresses, as well as being used in the salutation and closing of a letter.

The general job categories are further broken down into more specific or specialized jobs and occupations. For example, Dan wrote his Career English Project on Airconditioning and Refrigeration. Airconditioning and refrigeration is listed under the general job category, Mechanics and Repair Services.

Here is a copy of the letter that Dan wrote asking for information about airconditioning and refrigeration.

Address	PSC #1, Box 9784 APO San Francisco California 96286
Date	February 3, 1974
Address	Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402
Salutation	Dear Sir:
	I am interested in the field of airconditioning and refrigeration. Would you please send me a copy of the brochure which the Occupational Outlook Handbook has published on this occupation? Enclosed is a self-addressed envelope and 15¢ for postage and handling.
Closing	Sincerely yours, Daniel Louis Stabile

5. The Semicolon:

Like commas, Semicolons (;) have several different uses. One of these uses is cited.

a. Semicolons are used to separate simple sentences. For instance, it takes the place of words called coordinating conjunctions (and, but, or, nor, for, yet).

He recieved the information from the Superintendent of Documents within two weeks, and he was able to complete his Career English project with ease.

He recieved the information from the Superintendent of Documents within two weeks; he was able to complete his Career English project with ease.

6. The Colon:

Some uses of Colons (:) are:

a. Colons are used to separate hours and minutes of time.

All borrowed Occupational Outlook Handbooks must be returned by 3:15 P.M.

b. A colon is used after the salutation in a letter.

Dear Sirs: Dear Mrs. Davis:

c. A colon is used before a list of words and/or items.

The Service Occupations section of the Occupational Outlook Handbook is divided into the following job categories: barbers, building custodians, cooks and chefs, waiters and waitresses, bartenders, FBI agents, firefighters, guards and watchmen, models, police officers, state police officers, and private household workers.

7. Quotation Marks:

There are several rules which indicate the proper use of quotation marks (""). Two of these rules are cited.

a. Quotation marks are used in a direct quotation. (Please note that the direct quotation begins with a capital letter and that the period is always enclosed within the quotation.

The Occupational Outlook Handbook states, "Skilled (journeyman) automobile mechanics employed by automoblie dealers in 34 cities had average straight-time hourly earnings of $5.16, based on a survey in late 1969."

b. Quotation marks are used to enclose titles of chapters and articles in books, magazines, or newspapers.

In an article entitled "Driving Occupations," the Occupational Outlook Handbook points out that the employment outlook for truck drivers is good throughout the 1970's.

8. Underlining (Italics):

a. Underline the titles of books, magazines, and newspapers.

Did you read Selig Harrison's article, "Professional Techincal Fields Offer Best Future," in the April 22 issue of the Stars and Stripes? Mr. Harrison states that throughout 1974-1975, there should be job openings for airconditioning, refrigerating, and heating repairmen.

C. Importance of Punctuation

1. As has been already pointed out, an important factor in the world of work is communication. Correct punctuation means clear, resourceful written communication.

2. How many errors in punctuation can you find in the following sentences?

a. Do you remember the five c's in writing a good business letter!

b. May 5 1974

Dear Sir
I am applying for a job which was advertised in the Washington Times.

c. Mr. Jones said, there is equal employment opportunities for all my workers

d. A magazine article called Saving Important Job Information recommends that you Xerox copies of important letters transcripts, and resumes?

e. I have included a copy of a resume transcripts and letters of referemce in my own personal file.

II. Capitalization

A. Description and/or Explanation

One important function of capitalization is that it is used either to point out or specify a particular person, place, thing, or idea. However, it should be remembered that the rules for capitalization do not only apply to proper nouns. Perhaps the use of correct capitalization might be best explained by citing some of its specific rules. (Please note that the rules for capitalization, like other grammatical elements discussed in this book, are clustered and summarized in order to show a simple, practical relationship to the world of work.)

B. Classification

The rules for capitalization may be simplified if you remember a first important rule:

1. When writing business letters, applications, resumes, or any other form of correspondence, capitalize all proper nouns, such as names of persons, places, organizations, institutions, business firms, nationalities, races and religions. Note the proper nouns that are capitalized in the following paragraph.

A Lesson in Equal Opportunity

Our class was surprised by a visit from Justice Frank Howard yesterday. Justice Howard remarked that when applying for a job, the job-applicant is protected by the Equal Employment Opportunity Commission. It doesn't matter whether the applicant intends to work for a large corporation such as General Motors, or whether the applicant intends to work for a small firm in Phoenix Arizona. All job-seekers have the right to equal employment opportunities. Employers must consider an applicant by reason of his or her ability and experience, and not by reason of sex, religion, or ethnic background. For example, employers cannot discriminate against a job candidate because he or she may be Chinese, Puerto Rican, Catholic, or Jewish. Judge Howard gave us the following addresses if we have reason to believe that any future employer willfully discriminated against us because of our sex, religion, or ethnic background.

Equal Employment Opportunity Commission
Public Information Office
1800 G Street, N.W.
Washington, D.C. 20210

Office of Civil Rights
U.S. Department of Labor
Washington, D.C. 20210

Women's Bureau
U.S. Department of Labor
Washington, D.C. 20210

2. When writing business letters, applications, resumes, or any other form of correspondence, be

sure to capitalize all proper adjectives. You may recall that adjectives are words which modify (describe) nouns and pronouns. A proper adjective is made up from a proper noun.

a. Mike was pleased that he wouldn't be discriminated against because of his Italian background.

3. When writing business letters, applications, resumes, or any other form of correspondence, captialize the first word in each sentence.

a. Applications are easy to fill out if you have the necessary information. Some of this information includes your Social Security number, birth certificate, transcripts, and a record of you previous employment experience.

4. When writing business letters, applications, resumes, or any other form of correspondence, capitalize the pronoun "I", no matter where it is placed in a sentence.

a. I applied for a part-time job. Because I had all the information that I needed in one folder, I didn't have any difficulty answering all questions on the job application.

5. When writing business letters, applications, resumes, or any other form of correspondence, be sure to capitalize all calendar items.

a. My appointment for a job interview is Wednesday, February 26, at 9:00 A.M. I intend to be on time!

6. When writing business letters, applications, resumes, or any other form of correspondence,

do not capitalize the names of school courses, unless the course is a language, or unless the course is followed by a number.

a. Kathy was sure to include her typing course, shorthand course, and English courses in her resume. She also mentioned that she had taken Math I and Math II.

7. When writing business letters, applications, resumes, or any other form of correspondence, do not capitalize words such as "junior" and "senior" unless the words are part of a proper noun.

a. Employers are interested in how you can get along with people. Therefore, don't hesitate to mention extra-curricular activities in your resume. For example, you might mention that you helped organize the Junior Prom and Senior Prom.

C. Importance of Capitalization

1. Poor capitalization in any form of written correspondence may give the impression that you are sloppy and careless. Always proofread your correspondence so that you can correct any errors in capitalization.

2. How many errors in capitalization can you find in the following sentences?

a. JoEllen works for the american telephone and telegraph corporation.

b. It doesn't matter what your Ethnic Background may be. Civil Rights demand that all americans are entitled to equal employment Opportunities.

c. When i asked ralph davia whether he had his social security card he replied, "tony, i always carry it with me."

d. Every thursday night, a branch of the american federation of labor meets on smith street.

e. High school courses such as Mathematics, and Mechanical Drawing should be taken by students who are interested in Architecture. I just completed a course in Algebra II.

III. Spelling and Vocabulary

A. Do you recognize the words listed below?

B. Do you know what they mean?

C. Do you think that you will be able to recognize them if you hear these listed words in a conversation?

D. Can you spell them?

E. Study the following words. They are used often in the world of work.

1. correspondence
2. discriminate
3. employment outlook
4. ethnic
5. job category
6. journeyman
7. manual (as in manual labor)
8. Occupational Outlook Handbook
9. project
10. proofread
11. specialized
12. xerox (or Xerox

IV. General Review and/or Test-Lesson V

A. Correct all errors in punctuation and capitalization that are made in the following paragraphs.

Ms. Wilson said, One doesn't have to be a graduate of princeton to find a good job It really depends upon your interests abilities and drive to succeed. i tend to agree with her, because i know of two people who are not college graduates and who have a chance to be successful. One of these people is Harry simmons He joined the navy after High School graduation. Harry's main interest is in the field of communication, and he is presently being trained as a radar repairman.

The other person is Donald cutler! Donald managed to land a job with a western steel corporation. He earns $5.00 per hour, and he is entitled to fringe benefits usch as paid vacations sick leave retirement pensions and coffee breaks. In addition, he has the right to buy Western Steel Stock if he wishes to invest in his own Company. Equally important, Donald enjoys his work he is happy that he made a job choice which suited him.

Yes, good jobs are usually available for people who want them. Whether you are a Senior or a Junior in high school be sure to learn this important lesson about job availability. You don't have to be a genius or a College graduate to get a good job. But you do need drive and you should aim for an occupation that is best suited to your abilities. Why not make plans about your future job now.

B. Correct the following misspelled words:

1. discreminate
2. zerox
3. corespondance
4. ethnek
5. job kategorie

C. Use the following vocabulary words in a sentence:

1. employment outlook
2. manual
3. journeyman
4. specialized
5. project

Lesson VI-Usage

I. Introductory Comments

One of the most difficult sections of the Career English project is the exposition of the following lesson on usage. Perhaps the presentation of this topic is so difficult because it presupposes that a student has a solid background in grammar. But since some of the 12th grade students enrolled in Career English have either poor grammatical backgrounds or are simply "turned off with English," one is faced with some important questions which need to be answered. For example, what grammatical elements should be included in a lesson on usage after the cognitive and attitudinal outlooks of the total number of students have been considered? And if a choice of grammatical elements has finally been made, how deeply should one delve into the subject matter of these same grammatical elements? It has been pointed out in several places throughout this project that Career English is not intended to be an intensive course in grammar, if only because of the kind of student whom this course is trying to motivate. Furthermore, it has also been recommended that Career English should be flexible in its approach to the subject matter respective to the content of Phase I. A teacher may add or subtract course content as it is conducive to a particular classroom situation. The following lesson is presented only

as a suggestion or guideline, which is subject to whatever modifications are necessary to meet the needs of a particular group of students.

II. Usage

A. Usage may be described as the actual employment of language which is accepted in everyday situations.

B. Classification

There are many rules for good usage. The two sections on usage in Lesson VI, however, present only some of these rules. Please remember that the number of rules for good usage depends upon your own grammatical background. The following rules, nevertheless, may help you in both your oral and written correspondence when you enter the world of work.

Section 1

a. When speaking or writing, be sure to use singular verbs with singular subjects and plural verbs with plural subjects.

Inflation reduces the value of your paycheck.

Some families fight inflation by keeping careful account of their money.

b. When speaking or writing, be sure that the verbs don't and doesn't agree with their subjects.

Harry doesn't worry about budgeting his money.

Bill and Joan also don't worry about budgeting their money.

c. When speaking or writing, use don't (do not) with the personal pronouns I and You.

I don't agree with Harry, Bill or Joan.

d. When speaking or writing, do not use don't after he, she, or it.

It doesn't make sense to throw away hard-earned money!

e. When speaking or writing, use don't with plural subjects.

Perhaps they don't realize it, but someday Harry, Bill, and Joan might wish they had budgeted their money.

f. When speaking or writing, be sure to use singular verbs with the following pronouns: each, either, neither, one, everyone, everybody, no one, nobody, anyone, anybody, someone, somebody.

Each person has his own way to budget money.

Everyone has to know some basic rules for budgeting.

g. When speaking or writing, be sure to use plural verbs with the following pronouns: Several, few, both, many.

Several have had money deducted from their paychecks and placed into U.S. savings bonds.

h. When writing business letters, applications, resumes, or any other form of correspondence, know the correct usage for it's and its. Its--is a personal possessive pronoun showing that an object or thing owns or possesses something.

Every bank has its own rate of interest.

It's is a contraction for "it is."

It's up to you to take advantage of making extra money through a savings account.

i. When writing business letters, applications, resumes, or any other form of correspondence, know the correct usage for their, there, and they're.

Their is the plural possessive personal pronoun.

> Some banks give their customers up to a 5½% interest rate.

There refers to a place. There also introduces a sentence that points out ideas and places.

> There are other banks which give up to 9% interest if you deposit $5,000.00 or more in your savings account.
>
> When you find a bank which is suitable for your saving plans don't hesitate--bank your money there as soon as possible.

They're is a contraction for "they are."

> Wise workers always remember the importance of saving money. They're determined to gain interest on their own money, and not pay interest because they had to borrow someone else's money!

j. When writing business latters, applications, resumes, or any other form of correspondence, know the correct usage for to, too, two.

To is a preposition.

> Some people go to a credit union rather than to a bank.

Too means "also."

> You can save money in credit unions too.

Two is a number.

> Two important functions of a credit union are: It will give you up to 5% interest on your savings, and it will allow you to borrow money on easy terms without hidden interest clauses.

k. When writing business letters, applications, resumes, or any other form of correspondence, know the correct usage for your and you're.

Your is the possessive of the personal pronoun you.

> Be sure to ask your future employer about the possibility of joining a credit union.

You're is the contraction for "you are."

> Remember you're responsible for your hard-earned money.

l. When writing business letters, applications, resumes, or any other form of correspondence, know the correct usage for who's and whose.

Who's is the contraction for "who is."

> Of course, it is nice to have friends, but who's really going to provide for you and your family during a time of economic crisis?

Whose is the possessive of who.

> The man whose average savings account is financially healthy, has a strong ally in his struggle for economic survival.

m. When speaking or writing, do not use no, nothing, and none, with another negative.

NO

> Incorrect usage: There isn't no worry about a personal financial crisis, if one has a good savings account.
>
> Correct usage: There is no need to worry about a personal financial crisis, if one has a solid savings account.

NOTHING

Incorrect usage: One cannot meet his financial obligations if he doesn't have nothing in his savings account.

Correct usage: One cannot meet his financial obligations if he doesn't have anything in his savings account.

NONE

Incorrect usage: How would you feel if you looked for money in your savings account and there wasn't none there?

Correct usage: How would you feel if you looked for money in your savings account and there wasn't any there?

n. When speaking or writing, do not use the contraction, "ain't." "Ain't" is an inacceptable contraction for "am not," "is not," "have not," and "has not."

Incorrect usage: The above lesson on saving money from your paycheck ain't a joke. Thousands of Americans learn the wisdom of saving money too late!

Correct usage: The above lesson on saving money from your paycheck isn't a joke. Thousands of Americans learn the wisdom of saving money too late!

Section II

Not all words included in what some grammars call "a glossary of usage" are mentioned in this section. Your teacher may wish to add or subtact from the list given below.

a. In speaking or writing, be sure to distinguish between accept and except.

Accept is a verb which means to recieve.

The secretary accepted John's application.

Except as a verb means to "leave out:" as a preposition it means "excluding."

> No employer is excepted from equal opportunity laws.
>
> Everyone passed the Civil Service examination except him.

B. When speaking or writing, be sure to distinguish between beside and besides.

Beside means "by the side of."

> Mary found the transcript beside her resume.

Besides means "in addition to."

> Besides having knowledge about her job, Vicki knew the importance of being able to communicate with others.

C. When speaking or writing, be sure to distinguish between bring and take.

Bring means to carry an object.

> Most companies require that you bring a record of your most recent physical examination with you when you arrive for your job interview.

Take means to remove an object.

> He forgot to take his payroll deduction card with him.

D. When speaking or writing, be sure to distinguish between learn and teach.

Learn means to gather information or to be taught.

> I am willing "to learn while I earn!"

Teach means to instruct or give out information.

> Good employers are patient and teach their employees technical skills.

B. When speaking or writing, be sure to use who, which, and that correctly.

Who refers to people.

> Bill has a friend who advised him to find a job by going to an employment agency.

Which refers to things.

> But the employment agency which helped Bill charged him 10% of his first three months' earnings.

That may be used for little people or things.

> Bill said, "Next time, I'll look for a friend that gives me better advice I found out about another employment agency that charges 10% of the first months' earnings. It's wise to shop around more carefully!"

C. Important Usage

1. Usage is important because it helps you to communicate effectively with others. Whether you like it or not, people judge you by the way you speak and write. Doesn't it make sense to speak and write correctly--especially if correct usage in speaking and writing means a good job and a good life style? Think about it.

2. Write or state the following words in a sentence.

don't	doesn't	
everybody	several	
it's	its	
your	you're	
who's	whose	
bring	take	
accept	except	
there	they're	their
to	two	too
who	that	which

III. Spelling and Vocabulary

A. Learn to use the following vocabulary words correctly in speaking and writing.

1. agency
2. budget
3. credit union
4. economic
5. financial obligation
6. payroll
7. rate of interest
8. savings account
9. savings bonds
10. technical

B. Can you think of any other words that may be associated with the idea of saving money?

IV. General Review and/or Test-Lesson VI

A. Choose the correct word in each of the following sentences. Be ready to state, in your own words, why you have chosen a particular word (or words) in the sentences below.

1. (Have, has) you ever taken an aptitude test?
2. Some employers (requests, request) that you take an aptitude test, especially if you wish to be an apprentice.
3. Several people, with whom I (doesn't, don't) agree do not (except, accept) that one should not be afraid of an aptitude test.
4. Actually, (their, they're, there) very helpful, because aptitude tests tell you how well you are capable of doing in a particular profession.
5. (Its, it's) fair to point out (to, two, too), however, that capability does not mean what you can actually do on a particular job.
6. As with many other things in life, it (ain't, isn't) what you can do that counts.
7. The thing (who, that) really counts (are, is) your performance.

8. Employers (which, who) give aptitude tests want to find out if you are capable of doing a job.

9. (There, their, they're) willing to invest (there, their, they're) time and money in (you're, your) future.

10. For if you have the capability, employers (hope, hopes) that they can encourage you to use your capability by training and advancement.

B. Spell the following words correctly:

1. savings acount

2. payrol dedukction

3. credet union

4. finannecial

5. agensy

Lesson VII - Suggestions for Review

I. Review of Lesson I - Nouns and Pronouns

A. Find the nouns and personal pronouns in the following paragraph. Which nouns are common nouns? Which nouns are proper nouns? Can you identify any of the vocabulary words used in this paragraph?

You should not forget that Phase I and Phase II of Career English really support each other. For example, in Phase I, you learned the difference between proper and common nouns. In Phase II you will learn how to write letters requesting job interviews, recommendations, and information about your future career. Can you imagine an employer's reaction if he read a letter in which the applicant did not capitilize the name of a particular company, supervisor, or school? Remember, a good business letter itself may be considered a recommendation for a job, because it reflects an applicant's personal attitude and ability. In this way, the lesson on nouns and pronouns in Phase I helps you to prepare for that important business letter in Phase II. This is one example of how Phase I and Phase II support each other.

II. Review of Lesson II - Subjects and Verbs

A. Choose the subjects and verbs in the following sentences.

1. Some students enroll in a vocational school after high school graduation.
2. Practical nursing schools, business schools, and trade schools serve as examples of vocational schools.
3. You may also wish to enroll in a vocational school.
4. However, you should follow Bill's example.
5. Bill wanted to become a refrigeration and air conditioning mechanic.
6. He asked his counselor to help him find an accredited (approved) list of trade schools.

7. Bill and his counselor found trade schools listed in the Directory of National Trade Assoications.

8. Bill finally chose a trade school in Providence, Rhode Island.

9. This school was accredited and it met Bill's personal needs.

10. You should also see your counselor about the accredited schools in your field of interest.

B. Use the following vocabulary words as subjects of a sentence.

1. compensation
2. employment
3. apprentice
4. retirement
5. labor union

III. Lesson III - Complete and Incomplete Sentences.

A. Note the differences between the complete and incomplete sentences in the groups of words listed below. Rewrite each incomplete sentence.

1. There are several facts to consider if you wish to be an apprentice.

2. After apprenticeship _____ a highly paid skill.

3. In the beginning, however, _____ receives low pay.

4. An apprentice also must be willing _____ many hours in study and training.

5. However, after completion of an apprenticeship _____ usually guaranteed sound employment opportunities.

6. There is also the opportunity for further advancement in a particular field.

7. Several steps may be taken if you are interested in an apprenticeship.

8. Your ccunselor _____ about apprenticeship opportunities.

9. You also _____ large corporations, civil service, and local state employment offices about apprenticeship positions.

10. Above all, don't just pick any field of apprenticeship.

11. Be sure that a particular field meets your ability and personal needs.

12. Be sure too that _____ enjoy a particular line of work.

13. _____ fool hardy to waste time in a field that you won't like after five years.

14. You _____ your employer's time and money.

15. Equally important, you are also wasting your time and effort.

B. Which of the vocabulary words that you studied in Lesson III would you use to complete the following sentences?

1. In any job it is important that you _____ with people.

2. Your _____ toward yourself and others is also important.

3. Then, too, you must demonstrate _____ while you work.

4. The fact that you must get along with your _____ cannot be emphasized enough.

5. The above ideas were _____ in an article entitled "Advice to New Employees."

IV. Review of Lesson IV - The Paragraph

A. Write two paragraphs on what you would hope to gain from completing a project on your future career. Underline the topic sentence in your paragraph. Be sure that all your supporting sentences are united to the topic sentence.

V. Review of Lesson V - Punctuation and Capitalization

A. Punctuate the following sentences.

1. My address is PSC 1 Box 2067 APO San Francisco California 96286.

2. Mr. Carmone asked have you placed your job questionaire on my desk?

3. All applications must be completed by 3 30 p m on January 11 1974.

4. The armed services officers vocational and technical on-the-job and business training.

5. This week's Time has an excellent article entitled, "Careers for the Future."

B. Correct the capitalization errors in the following sentences.

1. anyone who joins the u.s. armed forces enjoys several advantages.

2. Besides enjoying free medical and retirement benefits, servicemen have the opportunity to enroll in off-duty courses through the United States armed services Institute (u.s.a.f.i.).

3. A service man may take Social Science, Mathematics, Science, and English courses.

4. Then, too, some military personnel like bob hanson, appreciate the fact that their jobs in the service prepare them for future civilian careers.

5. Whether you are in the army, navy, or air force, you can receive training in such areas as Power generating plants, warehouse management, and heavy equipment operations.

C. State examples of how the following words may be used in the world of work.

1. correspondence
2. discriminate
3. ethnic
4. job category
5. Occupational Outlook Handbook

VI. Review of Lesson VI - Usage

A. Rewrite the following sentences by correcting any errors in usage. Be prepared to state the reasons for your corrections.

1. One assignment in the Phase II section of Career English are too fill out a job application form.

2. It don't matter if you don't have all the information required by this application form.

3. Its important, however, that you keep a record of this information. After the completions of (your, you're) project.

4. There are two many instances where people except a job application and then fail to fill in the necessary information.

5. There ain't nothing more embarassing then not taking the necessary personnal information with you when you apply for a job.

B. Choose the correct word in the following sentences.

1. Unfortunately, not everyone (consider, considers) some important facts about (their, there) new job offers.

2. They (don't, doesn't) realize that money isn't the only reason for (excepting, accepting) a job.

3. (Beside, Besides) the (to, two) considerations of fringe benefits and bonuses, one should answer some important questions.

4. Few (ask, asks) themselves about transportation.

5. If someone (doesn't, don't) have a car are there other means of transportation readily available?

6. Then (to, two, too), how much will transportation cost to and from work?

7. If there isn't (no, any) problem with transportation, what about distance?

8. (Who's, whose) willing to travel so far that they have to rush to work every morning?

9. Finally, one should not fail to ask himself whether or not he (likes, like) his working enviroment.

10. Everyone should (teach, learn) themselves the considerations, before they (except, accept) a job.

C. Complete the following sentences by using the five vocabulary words that you learned in Lesson VI.

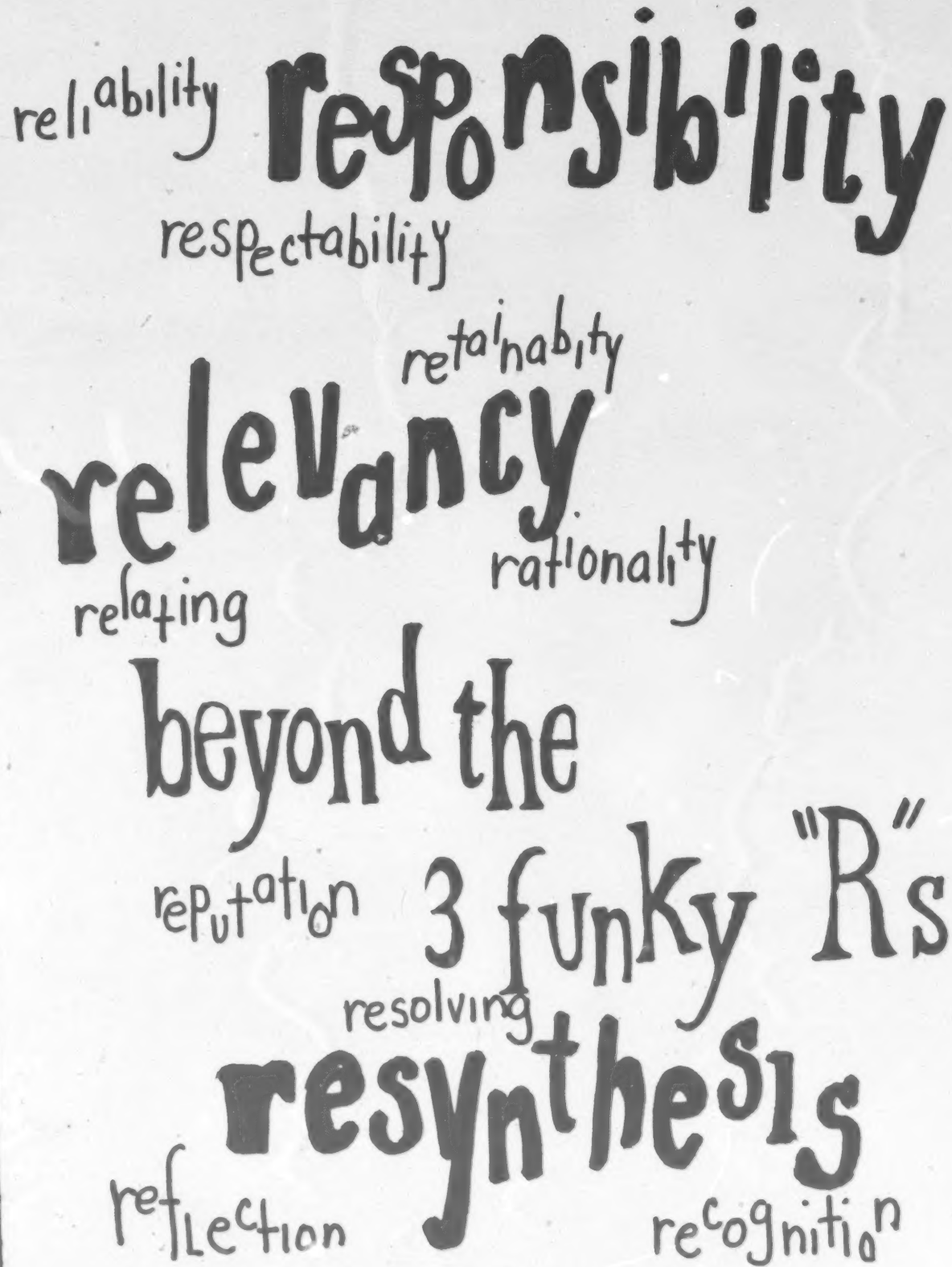
1. Citizens Savings Bank gives a better rate of _____ than Peoples Savings Bank.

2. One can buy _____ from the government at 6% interest.

3. One should always have the reputation of meeting his _____ obligations.

4. Not every employment _____ is honest.

Phase I of Career English terminates with Lesson VII. Students should now be ready to begin Phase II of Career English.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456

r. Ernest Sjoberg
idance Office
agner High School
O San Francisco, Calif. 96286

ar Mr. Sjoberg:

I am a senior at Wagner High School, and am planni
graduate in June, 197[illegible]. I would like to apply for
dental assistant. Would you please write a letter
comendin me for this field. I would appreciate i

I am enclosing a self addres[illegible] stamped envel
r your convi nce

phase II

WANTED

ACCOUNTANT-BOOKKEEPER with degree and at least with 5 yrs experience.

CIVIL ENGINEER experienced in all phases of construction, including pile driving, estimating, design, field supervision, must have 5 yrs. experience.

MECHANICAL ENGINEER experienced in piping and fabricating. Must have 5 yrs. experience in refineries or power plants.

MECHANICAL ENGINEER experienced in fabrication of tanks, marine repairs, tank designs, marine construction, field supervision, minimum requirement of 5 yrs. experience.

M[illegible]ary equipment expe-
rienc[illegible] men, organize shop
and work[illegible] yrs. experience in
supervision.

[illegible] experienced with clamshell,
must be all around opera-
also know rigging, basic re-

perienced in underwater cut-
U.D.T. or U.O.U. veteran.
rs. and must also be fami-

, must know bookkeep-
rsonable. Must also be
girl friday.

THE ABOVE POSI-
ODATA TO BOX

ERSONAL DATA SH

ATION FOR A SOCIAL SECURITY CARD

Print in ink or Type (Middle Name)

1 YOUR FULL NAME (First Name) Ker Boutwell
2 NAME GIVEN YOU AT BIRTH (First Name) Ker (Middle Name) Boutwell (Last Name)
3 PLACE OF BIRTH (County if known) Tifton (City) Georgia (State)
4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name) Katie Ruth Green
5 FATHER'S FULL NAME (Regardless of whether living or dead)
10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO DON'T KNOW YES (If "YES," Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if you know it)
11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) 873 (City) (State) (Zip Code)
DATE'S DATE 14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.
Sign YOUR NAME HERE (Do Not Print)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

RESCREEN ASSIGN DUP ISSUED

[illegible] INTERESTS

EFERE[illegible]

Graduated 19
Graduated 1958
[illegible]r business major
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[illegible]ational Insurance Co., 145 N. LaSall
[illegible]me, 1958 to September, 1959
[illegible]lerk, Check-Clearing Dept., State Bank, 917 L
June-September, 1957
Supervisor: Mr. H. C. Smith

[illegible]TIES Math Club, football team, Student Council

Stamp collecting, photography, hiking

Preston
nsurance Co.
alle St.
9820

Mr. P. A. Johnson
4839 South Blvd.
ALpine 1-490[illegible]

her
r at Roosevelt High School

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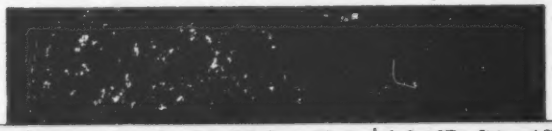
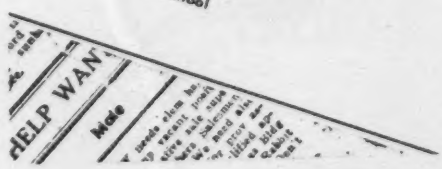


OLD
1. No. and Street, Apt., Suite, P.O. Box or R.D. No. 2127 Portal St.
2. Post Office, State, and ZIP Code Pasadena Calif. 91107
3. Show All Additional Dates and Nos. Included in Address Label (Necessary for identification)

NEW
4. No. and Street, Apt., Suite, P.O. Box or R.D. No. 9364 North St.
5. Post Office, State, and ZIP Code Pasadena Calif. 91107
6. Name of Subscriber (Print or type) DEAN SANDERSON
7. Date of Address Change 3rd 3 25



PHASE II

I. Description and Commentary

Phase II of Career English should be of special interest to students because of the atmosphere of practicality and realism which they may find by mailing business letters, by viewing career oriented films and slides and by communicating and relating to guest speakers who are representatives of the various career fields. Then too, the student may feel a sense of accomplishment by completing a project which is relevant to his future aspirations in the world of work. It is also hoped that the students will feel a sense of pride within themselves, because all careers are treated with equal consideration and respect by their peers and their teachers. Finally, because interviews are arranged for them with counselors, teachers and guest speakers, it is hoped that students will feel a sense of pride - a sense of belonging - a sense of realizing that the self-concept which they might have of themselves is not just a wild idea, but an idea that has the possibility of becoming a reality.

For the above reasons, it is advised that Career English classes allow as much freedom of movement as possible. Freedom of movement, however, does not mean disorder. Rather it means that the students' movements to and from

the school library or, for example, PVOT/work study (Practical Vocational on the Job Training) should not be restricted. Freedom of movement means that students should be allowed to work in groups and exchange ideas within these groups while completing their projects. There should not be a fear that a student "is going to cheat" if he converses with his classmates. Constructive assistance by other students is not "cheating". On the contrary, students assisting each other may initiate a sense of belonging, a sense of working together just as employees belong together or work together while they complete a job in an office, factory, shop or lab. Besides, one should keep in mind that a Career English project is not essentially a class assignment. A Career English project is a way, an attempt to open a few doors in the students' future by showing them how to research a particular career, and by encouraging them to discover if they are suited for the career of their choice.

Though the above ideas sound alot like the starry-eyed idealism, which has been brandished so long in educational circles, one fact still remains clear. A majority of the students enrolled in Career English and six months away from a world of adult responsibility that does not distinguish between age, sex, or background. Shouldn't these students be given a chance to demonstrate their sense of self-reliance and responsibility as a preparation for this adult world? Isn't it worth the try?

II. Recommendations and Suggestions for Teachers of Career English

It has been emphasized that Career English is flexible in both content and methodology of instruction because of the variations in classroom needs. Therefore, the following outline is informative rather than restrictive. First, it presents the rationale for choosing the fourteen general topics listed below as the main sections of the Career English project. Secondly, it offers some suggestions as to how these fourteen main topics may be presented to students who are enrolled in Career English classes.

The fourteen main topics of the Career English project are listed as follows:

A. Title Page

An example of a title page is presented in the Course Outline. A title page gives the Career English project a "research look", and for this reason it may help to encourage the students' sense of accomplishment.

B. Introduction

The introduction of the project is divided into two separate paragraphs:

1. Statement of Job Preference - Students are asked to write a paragraph stating why they have chosen a particular occupation. The teacher may introduce concepts such as,

"life-style", "aptitude", "area of interest" and "self-concept" before students complete their paragraph on job preference.

2. Statement of Intention - Students are asked to write a paragraph stating what they hope to learn about their future jobs by completing their projects. In other words, how will the Career English project contribute to help them make a decision about choosing their future careers?

C. Applications Section

The purpose of this section is to prepare students for prospective job interviews by assisting them in the completion of two application forms. The applications section should also demonstrate the necessity of keeping accurate and ready to use records of one's own personal file.

Time permitting, the teacher may wish to introduce various forms of applications (insurance, loan or savings applications and the like). However, within this project only two applications are included. They are:

1. Social Security Application Form

Most students already have their Social Security cards. However, a Social Security

application is a good way to check whether a student remembers necessary personal information before applying for a job. The teacher may wish to pass out a blank application without prior warning and ask the students to complete them. The teacher may also wish to repeat this process a second time in the way of a quiz on the lesson; thereby, stress the importance of knowing personal information, while applying for a job. In addition, students who do not already have a Social Security card can also be encouraged to send for a card.

2. Applications for a Job

The job application should reinforce the idea of keeping tabs on personal data. However, because it's more inclusive than the Social Security application, after it is completed, students will have on hand their own personal record of vital job information.

D. The Resume

The purpose of this section is to familiarize the students with the basic form and uses of the resume. While completing the resume, students should see whether their previous course work has prepared them for their future careers by making reference to their Cumulative Record sheets.

E. Written Correspondence Section

The purpose of this section is to give the students a set of corrected letters for their own personal future business correspondence. This section includes three letters:

1. Letter Requesting Career Information

Since this is the first letter in the Career

English project and since students may have forgotten the basic format of business letters, the letter requesting job information may be placed on the chalkboard. The basic structure and content of this may be discussed. Then students may complete this letter either in class or at home. The teacher may wish to correct these letters while instructing their students on an individual basis. The teacher may wish to stress the form of a letter (heading, salutation, etc.) and content, as well as reinforcing some of the elements of Phase I (punctuation, usage, the complete sentence and unified, coherent paragraphs).

Students may then write two corrected copies of their letters. One copy should be mailed so that students will receive additional information for the completion of their projects. The Occupational Outlook Handbook (or any other available source of reference) may be consulted for the necessary addresses. Another copy of this letter should be placed in the students' folders as a future reference source.

2. Letter Requesting A Recommendation for a Job

As with the letters requesting career information, this letter may be completed in class or at home. The teacher may wish to check and see if students remember the basic format of a business letter.

In order to make these letters more realistic in purpose, the teacher may wish to inform the counselors, principal and other teachers that students may write them letters requesting recommendations, as well as permission to use their names on job applications and resumes. Students may either hand-carry or mail these letters.

The teacher may also write a standard reply for recommendations and present it to counselors, principals and teachers in order to avoid any inconveniences for the faculty.

Students may also write out two corrected copies of their letters. One copy should be

sent to a member of the faculty (or outside source if student wished to do so). Another copy should be placed in the student folders for future personal reference.

3. Letter Requesting a Job Interview

Students should now be familiar with the form of a business letter. Consult The Occupational Outlook Handbook (or any other resource material where addresses of corporations are listed). Students may write a letter requesting an interview for a job. The teacher may wish to reinforce the 5 C's that were mentioned in Lesson IV of Phase I, (letters should be correct, concise, clear, confident and courteous).

The teacher may wish to correct these letters while instructing the student on an individual basis. The rest of the class may work on other phases of their projects. Unless students are actually applying for a job, students may write on corrected copy which should be placed in student folders for future personal reference.

F. Student Cumulative Record Sheet

A student Cumulative Record sheet simply contains basic information on a particular student (place of birth, date of birth, anticipated date of graduation and the like). The Cumulative Record sheet also includes a list of subjects which a student has taken prior to his enrollment in Career English, (Since some students may not wish to have their grades easily accessible to others, it is recommended that this record sheet should not include grades or averages). The teacher may wish to consult the school counselor to see whether it is feasible to acquire such a

record sheet for Career English purposes. The purpose of including a Cumulative Record sheet in a Career English class is that it presents the student with a general overview of his academic preparedness and qualifications for his future occupation. It is also a good source of reference for filling out information on resumes and job applications. One copy should be retained in the student's Career English folders for the future personal reference.

G. Job Description Sheet

The purpose of the job description sheet is to present the students with a general awareness of the characteristics and responsibilities which are respective to their future occupations. As with the Career English questionnaire, students may use the Occupational Outlook Handbook, the Directory of Occupational Title or any other primary source in order to research material for the completion of their job description sheets. Students should be encouraged to write their answers in complete sentences. The job description sheet is divided into the following sections:

1. Job Definition

   Students are asked to define (or identify) their jobs in as few sentences as possible.

2. Classification

Students are asked to classify their job title under general job categories. For example, the Occupational Outlook Handbook lists dental assistants and registered nurses under health service occupations, whereas foresters and range managers are listed under conservation occupations.

3. Duties and Responsibilities

Students are asked to research and list the duties and responsibilities which are characteristic of their future jobs.

4. Advantages and Disadvantages

Students are encouraged to regard their future jobs from an objective and realistic viewpoint by listing the advantages and disadvantages which are respective to their future jobs.

5. Contribution to Society

Students are asked to state how their jobs contribute to society by the goods and services which they provide. It is hoped that after completing this paragraph, the students will become at least generally aware of how they serve society.

6. Additional Comments or Information

Students are encouraged to comment upon or research any additional information which they regard as pertinent to their future occupations.

H. Career English Questionnaire

The Career English questionnaire is one of the primary facts of Phase II of Career English. It is divided into Part I and Part II. Part I deals with the cognitive aspects of the student's future careers. After the questions in Part I are answered, students should receive a general

knowledge and/or overview of the characteristics of their future careers. Part II places emphasis on the affective domain. It attempts to encourage the students to discover whether or not they relate to their intended careers. For example, JoEllen may like the idea that her future career has a starting salary of $9,500.00 (cognitive aspect of her career). But does she have the aptitude for that Career? Does it meet her life-style? Does it fulfill her self-concept? There are questions which are indicative of the affective domain as prescribed in Part II of the career questionnaire.

Most of the answers to Part I of the Career Questionnaire may be found in the Occupational Outlook Handbook. Other sources of possible reference are listed in the materials section of this project. The Occupational Outlook Handbook is frequently suggested as a primary source of information because of its content, readability and its availability.

One final note should be made regarding the career questionnaire. Once again, emphasis should be placed on the correlation between Phase I and Phase II of Career English. Students should be reminded to write complete sentences,

coherent paragraphs, to use proper punctuation and capitalization, to employ good usage and to use the vocabulary and spelling words presented to them in Phase I.

I. Statement of Final Decision

The purpose of the Statement of Final Decision section is to find out whether or not a student wishes to pursue a career in a particular job or profession. It is not unusual for some students to realize that they are not suited for a career after their projects are completed. (Student's needs, self-concept, life-style and further school requirements are some reasons why a student may wish to change his career field.) Such a decision on the part of a student is a major one (he has made a mature decision), and after consultations with his counselor, parents and teachers, he should be guided toward another career. The project, in the latter case, has been successful because it saved the student from the disappointment and confusion he would have endured had he tried to pursue that particular career after graduation. Equally important, after a course in Career English, the student should be able to research information on any other field which may be suitable for him.

J. Student Evaluation of the Project

This section of the project is divided into two parts. The first section of evaluation enables the students to express himself from the cognitive and affective viewpoints.

1. Some ways to cover the affective area are:

   a. The teacher may wish to ask the student if he has completed his project to the best of his ability.

   b. The teacher may ask the student to state what he has learned about himself, when the material which he has researched on his career is related to need, life-style and self-concept.

2. Cognitive

   The teacher may wish to ask the student to relate some facts and characteristics about his future job, which were not known prior to the completion of his project.

K. Newspaper and Magazine Articles

Students might be encouraged to bring in magazine articles and newspaper articles about their anticipated careers. These may be placed in a section at the end of the project. The purpose of this segment of the project is to encourage students to read and to research additional information about their project.

L. Correction Sheets

Throughout Phase I and Phase III of Career English

students are asked to proofread their written correspondence. If they can see the necessity of proofreading by correcting errors in their projects, the chances are good that they will get in the habit of proofreading their resumes, applications and letters before submitting them to a prospective employer.

M. List of Resource Materials

Many students have the impression that only "smart kids" can do research papers. By listing his resource materials (even if it is a magazine article or a reference to one source, such as the Occupational Outlook Handbook) the student may get a feeling of accomplishment and self-esteem. Another purpose of listing resource materials is to provide students with a list of reference materials that they might wish to use after high school graduation.

N. Oral Talk

It is suggested that some classroom time should be set aside for oral talks. These talks may be of a three to five minute duration, depending on class size and ability. Oral talks are recommended because they not only assist the student in his speech communicative skills, but they also present the other class members with a general knowledge of the different professions and occupations. It is

suggested that the student present a brief outline of his oral talk (the job description sheet may be used for this paper).

Suggested Forms for Course Project

Teachers may wish to have their students present their Career English projects in different ways. The two model outlines suggested below are two ways in which the basic format of the Career English project may be presented.

Model I

I. Title Page

II. Introduction

A. Statement of Purpose
B. Statement of Intention

III. Applications Section

A. Social Security Application
B. Job Application
C. Other applications (if desired)

IV. The Resume

V. Written Correspondence Section

A. Letter of Information
B. Letter Requesting a Recommendation
C. Letter Requesting a Job Interview
D. Other letters (if desired)

VI. Student Cumulative Record Sheet

VII. Career English Questionnaire

A. Part I
B. Part II

VIII. Job Description Sheet

IX. Statement of Final Decision

X. Student Evaluation of Project

XI. Student Correction Sheets

XII. Newspaper and Magazine Articles

XIII. Outline for Oral Talks

XIV. List of Resource Materials

Model II

Section I

I. Title Page

II. Materials Needed for a Job Interview

A. Applications Section
1. Social Security Application
2. Job Application Form
3. Other Applications (if desired)

B. Student Cumulative Record Sheet

C. The Resume

D. Written Correspondence
1. Letter of Information
2. Letter Requesting a Recommendation
3. Letter Requesting a Job Interview
4. Other Letters (if desired)

Section II

I. Research in Materials which Pertain Directly to a Job Choice

A. Career English Questionnaire
1. Part I
2. Part II

B. Job Description Sheet

C. Statement of Final Decision

D. Student Evaluation of Project

E. Newspaper and Magazine Articles

F. List of Resource Materials

II. Oral Talk

III. Student Correction Sheet

STUDENT ACTIVITY
SECTION

EXAMPLE OF A TITLE PAGE

The purpose of the title page is to indicate the specific topic of your project, as well as identifying its author.

OPPORTUNITIES IN THE FIELD

OF

CARPENTRY

by
John Powell

Course: Career English
Teacher:
Date Submitted:

INTRODUCTION

The Introduction to your Career English project is divided into two parts.

PURPOSE

A. The Statement of Job Preference

The purpose of this section of your project is to give you the opportunity to explain why you have chosen a certain profession. Don't write down any occupation "just to get it over with." Stop to consider the following points:

1. Does this job meet my life style?
2. Does it meet my interests?
3. Does it meet my needs?

B. The Statement of Intention

The purpose of this section of your project is to give you the opportunity of writing what you really hope to learn about your future job as you complete this project.

DIRECTIONS

If you find that your Statement of Job Preference and your Statement of Intention are similar, try to combine them into one coherent unified paragraph.

Above all, be sure to use correct usage, punctuation, spelling and capitalization.

SOCIAL SECURITY APPLICATION

Most of you are already familiar with the term Social Security. Its main purpose is to give financial aid to people who cannot work either because of physical disability or because they have retired from their jobs. Social Security is not charity. People who receive Social Security have had money deducted from their salaries while they were able to work--just as you will have money deducted from your salary later on.

The purpose of this section of your Career English project is to assist you in obtaining a Social Security card, because one of the primary aims of this course is to help prepare you for future employment. Having a Social Security card is important, because you will be asked for your Social Security number when you apply for a job. It is also a good means of identification.

If you already have a Social Security card, check yourself to see if you can immediately provide all the information which is requested.

While completing your card, learn to follow directions. Be neat. Be aware of correct spelling, punctuation and capitalization.

AN EXAMPLE OF A SOCIAL SECURITY APPLICATION

Front Side

ID CN DO

APPLICATION FOR A SOCIAL SECURITY NUMBER 995

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – If none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX ☐ MALE ☐ FEMALE

9 YOUR COLOR OR RACE ☐ WHITE ☐ NEGRO ☐ OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? ☐ NO ☐ DON'T KNOW ☐ YES (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service FORM SS-5 (3-72)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

While completing your card, be neat. Be aware of correct spelling, punctuation and capitalization.

Reverse Side

Information Furnished On This Form Is CONFIDENTIAL

INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name; for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.") • GPO : 1973 O - 497- 757

FOR DISTRICT OFFICE USE

995 SOCIAL SECURITY ADMINISTRATION 995
Division of International Operations
P.O. Box 1756
Baltimore, Md. 21203

FOR BUREAU OF DATA PROCESSING

JOB APPLICATION FORM

As might be expected, not every employer uses the same job application form. However, the form which you are asked to complete should present some of the information that may be requested of you when you apply for a job. Therefore, the purpose of this section of your project is to familiarize you with the typical questions which job applicants are asked to answer. After you complete this form, keep a record of it in your personal file. It may be a convenient source of reference for you after high school graduation.

While completing this form, observe the following:

1. Much of the information requested of you on an application form is contained in a good job resume.

2. Some companies request that you submit the names of individuals who have observed you in school or on the job as your personal source of reference. Observe these tips on personal references.

    a. Be sure that you have asked permission before you use anyone's name as a reference.

    b. Be sure that your references are individuals who are in a position to make objective statements about your character, aptitude, personality and performance.

    c. Be sure that your references are from people who will give you an honest but favorable recommendation.

3. Review or study the following words. They are frequently used on job application forms.

a. Applicable	Refer to or suitable to
b. Eligible	Qualified, desirable
c. Extracurricular	Outside of school studies (i.e. sports, student council)

d.	Marital	Refers to marriage
e.	Prior to	Before
f.	Residency	Dwelling, where you live
g.	Scholastic	Reference to school (i.e. courses)
h.	Surname	Family name, last name
i.	Personnel director	Processes paper work for hiring or dismissal
j.	Capacity	(as used on an application form) Way or circumstance

4. Proofread your application before submitting it to your prospective employer. Check your application for the following:

   a. Correct grammar: Use good punctuation, capialization and usage.

   b. Complete sentences: Avoid sentence fragments. Some employers may ask you to make a statement about your previous background or they may ask you to state why you wish to work for their company. Be sure to use clear, complete sentences.

   c. Correct spelling: Avoid carelessness. Be sure that you have spelled each word correctly.

   d. Neatness: Hand in a clean application. Try avoid crossouts and erasures.

   e. Completeness: Be sure that you have submitted all requested information.

5. Finally, it is wise to ask for two applications. Use one as a rough draft. Make all corrections on your rough draft, then submit the final "clean" copy to the secretary or Personnel Director. In some cases, you may complete your applications at home. In any case, however, it is best to take all necessary information with you. But above all - complete your application and get it in on time.

EXAMPLE OF AN EMPLOYMENT APPLICATION
THE RAND CORPORATION

234 West Fairmont Street
Akron, Ohio 94328

Telephone: 432-7866
432-7867

This company requests that all job applicants complete an application prior to their being considered for employment.

If a question does not apply to you, print the letters N/A (not applicable) in place of an answer.

Date_____

Name_____
Surname First Name Middle Initial Social Security No.

Mailing Address_____ _____ _____
No. City State Zip Code Period of Residence Telephone

Date of Birth_____ Place of Birth_____ Birth Certificate No._____

Marital Status __Single __Married __Other_____

Position Applied for_____ Earnings Desired_____

Where did you hear of employment possibilities with this firm?___

Name any of your relations or friends who are employed by this company?_____

EDUCATION

Kind of School	Name and Address	Year Attended	Graduation or Promotion
Elementary			
High School			
College			
Other (such as technical or trade schools			

RECORD OF EMPLOYMENT

List any jobs that you have had. Start with your most recent period of employment.

Period of Employment	Name of Employer	Address	Your Job Participation	Salary	Reason for Leaving

RECORD OF MILITARY SERVICE

Have you ever served in the Armed Services? Yes___ No___

Branch of Service_____ Grade or Rank_____

Date Enlisted_____ Date of Discharge_____ Kind of Discharge
Honorable____
Dishonorable___

What were your duties?_____

_____

If you have received a dishonorable discharge, state the reasons for your dismissal._____

_____

Are you eligible to be drafted in the Army?_____

FAMILY BACKGROUND

Name of Spouse_____ Occupation_____

No. of children (If any)_____ Their ages_____

Father's name_____ Address_____ Telephone____ (If any)

Mother's name_____ Address_____ Telephone____ (If any)

PERSONAL HISTORY

List any courses which you have taken in school that may help you in the position for which you are applying:

_____ _____
_____ _____
_____ _____

What was your scholastic standing in school?_____
_____

Have you received any scholorships or awards in high school, technical school or the services?_____
_____

Did you participate in any extracurricular activities in school?
_____
_____

What are your hobbies, recreations or favorite past times?_____
_____
_____

MEDICAL HISTORY

When was your last physical examination?_____
_____

How would you describe your present state of health?
Excellent_____Good_____Fair_____Poor_____

Have you ever had any serious illnesses or diseases? If so, please list them._____
_____

Do you have any physical disabilities?_____

What operations have you had in the last 5 years?_____
_____

RECOMMENDATIONS

List three people (other than family members) who would recommend you for employment with the Rand Corporation.

NAME	ADDRESS	TELEPHONE	IN WHAT CAPACITY HAVE YOU KNOWN THIS PERSON?	PERIOD OF TIME

I swear that, to the best of my knowledge, the statements made on this application are true.

_____
Signature of Applicant

Date Signed_____

THE RESUME

I. Purpose

The purpose of this section of Career English is twofold. It attempts to familiarize you with a resume. It is intended to help you write an effective resume.

By writing a good resume, you present your employer with an informative outline about your skills, attitudes, habits and other personal data. As with the business letter, a well-written resume may be the key that unlocks the door to a good job.

II. Directions

Write a resume about yourself. Observe the following guidelines:

1. Be concise. Be accurate. Don't be too wordy. Get to the point.
2. Be enthusiastic. Be able to sell yourself. Attract the employer's attention by showing him you really want a job.
3. Be positive. Emphasize your strong points.
4. Be neat. If possible send a typed letter on an $8\frac{1}{2}$" x 11" sheet of paper, avoid erasures, cross-outs and soiled paper.
5. Be correct. Use correct spelling, punctuation, usage and capitalization.

There are various forms which may be recommended for writing a resume. Here is one form you may choose to use. Note the seven main divisions. Include them in your model resume.

1. General Information: State your name, address and phone number.
2. Objective: State the job to which you are applying

3. Education: State the courses which you have taken which have a relationship to your future job (work study, PVOT).

4. Work Experience: State any part time job or full time job that you have had--especially if it has some relationship to your future job field.

5. Related Experience: State any other experience (outside work experience) which is related to your future career.

6. Other Accomplishments: State any activities or experiences which you have had that would emphasize your strong points.

7. Personal Data: State your date of birth, marital status, health and interests.

Do not be discouraged if you cannot fill in all the parts of your resume. It is understood that you are a high school graduate. As you gain more experience, you will be able to change and strengthen the contents of your resume.

However, be serious about completing your resume. You will be able to use it as a guideline after high school graduation.

Study the completed resume on the following page. You probably notice that it is written in incomplete sentences. This is permissable because brevity is especially stressed in a resume. In addition, the constant use of "I" is not advisable.

AN EXAMPLE OF A COMPLETED RESUME

Matthew J. Smith

86 Pontiac Avenue	315-532-3986	Warwick, Rhode Island 96470

Objective	Applying for position as an apprentice tool and die maker. Willing to devote time and effort needed for this position.
Personal Data	Born 1957. Single. Height 5'10". Weight 148 lbs. Excellent health. Well groomed. Enjoy making things out of wood and metal.
Education	Have completed the following courses: Mechanical Drawing I & II, Machine Shop I & II, Welding, Electronics, Mathematics, Algebra and Physics.
Work Experience	Throughout 1972 - 1974 worked part-time at Dyess Knife Company. Worked full-time at Dyess during the summer vacation. Have been frequently praised by supervisors for interest and performance.
Related Experience	Had responsibility of assisting in teaching as a teacher's aid in Machine Shop class.
Other Accomplishments	Treasurer of Junior and Senior Class 1973-74. Active participation in organization of Junior Prom. Like working with people. Absent only 5 days from school during past 4 years. Have not received any unexcused latenesses.

WRITTEN CORRESPONDENCE

PURPOSE

The purpose of this section of your Career English project is to help you effectively write three types of letters which are related to your future career. These letters are: a letter requesting information about your future career, a letter requesting a recommendation for a job and a letter requesting a job interview. It is hoped that these same letters will be valuable guidelines for you after high school graduation.

DIRECTIONS

You must be careful when you use written correspondence--especially if that correspondence means a future job. While writing your letters requesting career information, a job recommendation or a job interview, be sure to use complete sentences. Above all proofread your letters for errors in punctuation, spelling and usage. Try to make your letters correct, concise, clear, courteous and confident.

LETTER REQUESTING INFORMATION

The purpose of this letter is to request information about your future career from various sources. Notice how the following example demonstrates clarity and conciseness.

86 Pontiac Avenue
Chicago, Illinois 96047
September 1, 1974

Bureau of Labor Statistics
911 Walnut Street
Kansas City, Missouri 64106

To Whom It May Concern:

I am interested in becoming a tool and die maker after high school graduation. Please send me a pamplet or brochure on this occupation at your convenience.

Sincerely,

Matthew J. Smith

LETTER REQUESTING A RECOMMENDATION

The following letter demonstrates how to request a recommendation for a job, a candidacy for college or any other good reason. Notice the courteous, conciseness and clarity of this letter.

86 Pontiac Avenue
Warwick, Rhode Island 96047
September 1, 1974

Mrs. Mary Davis
47 Promenade Street
Cambridge, Massachusetts 09876

Dear Mrs. Davis:

I am a senior at Central High School, and I intend to graduate in June, 1975. After graduation, I plan to apply for a job as an apprentice tool and die maker. Would you consider writing a letter of recommendation for this position? Your assistance in this matter would be greatly appreciated.

I have enclosed a self-addressed, stamped envlope for your convenience.

Sincerely,

Matthew J. Smith

Enclosure

LETTER REQUESTING A JOB INTERVIEW

The following letter demonstrates how to apply for a job.

In what ways does this letter show clarity, conciseness, confidence and courtesy?

86 Pontiac Avenue
Warwick, Rhode Island 02907
July 1, 1974

American Corporation of Tool and Die Making
5874 North West Street
Lowell, Massachusetts 60482

Dear Sirs:

I am applying for a job as an apprentice tool and die maker which was advertised by your company in the Times Journal. I have graduated from Central High School this June and have attained a "B" average in my math and shop classes. In addition to school work, I have had a part-time job with the Dyess Knife Company for the past two years. During these past two years, I have not only gained some practical knowledge of tool and die making, but I have also assured myself that this is the profession which I really want for a future career.

Because of my interest and willingness to learn the tool and die making trade, I think that I will be an asset to your company.

I am enclosing a resume in which you will find references, personal data and my phone number where I can be reached during the day.

I would be most grateful for an interview at your convenience.

Sincerely,

Matthew J. Smith

Enclosure

FORM AND STRUCTURE OF THE BUSINESS LETTER

There are several different forms used for business letters. The form used in this project is modified block. But no matter what form you might wish to use, if possible, send a typed letter. Typed letters tend to insure neatness and you don't have to worry about illegible handwriting.

If you do intend to type your letters, it is suggested that you observe the following guidelines.

RETURN ADDRESS

DATE

ADDRESS

Dear Sir:

Cordially yours,

Enclosure (2)
c.c. Name

Address

c.c. 1 enclosure

CUMULATIVE RECORD SHEET

A Cumulative Record Sheet provides a record of your course work as well as other information of personal importance.

You are requested to submit a Cumulative Record Sheet with your Career English project for the following reasons:

1. It keeps you up to date on the kinds of courses that you are taking. Enrolling in courses which prepare you for your future career and/or profession is a valuable asset to you, whether you intend to enroll in college, join the service, attend a technical school or seek immediate employment. The Cumulative Record Sheet gives you an outline of your courses. It informs you of whether or not you are taking courses which will help prepare you for the career field of your choice.
2. It informs you of whether or not you are meeting the requirements for graduation by indicating the total number of course units that have been accredited to you.
3. It presents you with an "on the spot" record of your grade averages. However, you are not required to indicate your grade averages on your Cumulative Record Sheet for your Career English project.
4. It provides you with information which you may need for completing applications and resumes. (Please note

the information which employees sometimes request on job application forms.)

AN EXAMPLE OF A CUMULATIVE RECORD SHEET[1]

NAME OF SCHOOL

ADDRESS

NAME: (Last - First - Middle Initial)	Name of Parent or Guardian & Organization

SUBJECTS TAKEN	SEMESTER MARKS 1ST	2ND	UNITS	PLACE OF BIRTH	DATE OF BIRTH	SEX
Year: 19 - 19				PERMANENT ADDRESS IN THE U.S.		
				ENTRANCE DATE	ANTICIPATED GRADUATION	
				DATE OF WITHDRAWAL	WAS GRADUATED	
				NUMBER IN CLASS / RANK	HONOR POINT AVERAGE	
				OTHER SCHOOLS ATTENDED		
				Total of 16 credits, exclusive of Physical Education and Driver Training required for graduation.		
Year: 19 - 19				ACCREDITED BY NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS		
				INFORMATION TO INTERPRET RECORD		

GRADE MARKINGS

A - SUPERIOR	100 - 93 PERCENT
B - GOOD	92 - 85 PERCENT
C - AVERAGE	84 - 77 PERCENT
D - FAIR	76 - 70 PERCENT
F - FAILURE	Below 70 PERCENT

Year: 19 - 19				SCHOOL YEAR 36 WEEKS ALL CLASS PERIODS 275 MINUTES PER WEEK		
				THIS TRANSCRIPT ISSUED	MONTH / DAY / YEAR	
				SIGNATURE OF ISSUING AUTHORITY		
				TITLE OF ISSUING AUTHORITY		

[1]This form is a modified version of 13A FHQ Form 0-32, Aug 7, PACAF - Clark Air Base Philippines

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JOB DESCRIPTION SHEET

I. Purpose

The purpose of the job description sheet is to help you become aware of the characteristics, duties and responsibilities which are respective to your future career.

II. Directions

Use the Occupational Outlook Handbook, the Dictionary Of Occupational Titles or any other source of information to research and complete your job description sheet.

Use complete sentences. Proofread your statements. Avoid sentence fragments, misspelled words, incorrect usage, faulty punctuation and poor capitalization.

1. Define your future occupation.

2. Under what general category is your job classified?

   Consult the table of contents in the Occupational Outlook Handbook. For example: Bob wants to be a photoengraver. The Occupational Outlook Handbook lists photoengraving under "Printing (graphic arts) occupations". Therefore, Bob's job classification is "printing or graphic arts".

   My job classification is _____.

3. Research and list the duties and/or responsibilities which will be expected of you in your future occupation.

   1. _____

   2. _____.

      _____.

3. _____

_____

4. _____

_____

5. _____

_____

4. List some advantages and disadvantages that are characteristic of your future occupation.

A. Advantages

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

B. Disadvantages

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

5. State how your occupation contributes to society by the goods and services which it provides.

Can you think of any other contributions which your occupation makes to society other than providing goods and services?

For example, would your future occupation contribute to ecology, conservation and the like?

6. Please make any additional comments about your future profession which you feel are important.

CAREER ENGLISH QUESTIONNAIRE

PART I

I. Purpose

There are nineteen questions which you are asked to answer about your future job. These questions are listed below under five basic topics which you should consider before entering the career field of your choice. Therefore, these questions are not given to you as an assignment. More importantly, these questions are presented as a means of providing you with an opportunity to find out some important information about your future career.

II. Directions

Research and answer the following questions realistically and to the best of your ability. In order to present your topic in a neat and organized manner, be sure to:

1. Write and then underline each topic and each question.
2. Skip a line between each topic and skip a line between each question within a particular topic.
3. Be sure to explain each question in full. Do not try to answer each question by simply writing "yes" or "no".
4. If it is not possible to find an answer to a particular question or if a particular question does not apply to your occupation, print the letters N/A (not applicable or does not apply).

Be sure to answer your questions in complete sentences. Proofread your answers. Avoid sentence fragments, misspelled words, incorrect usage, faulty punctuation and poor capitalization.

TOPICS AND QUESTIONS

I. Demand

A. What is the present demand (need) for your occupation?

Before answering this question consider the following points:

1. Will it be easy for you to get a job after high school graduation?

2. If your job requires additional training, will it be easy to get a job after you complete the training?

B. What will be the demand (need) for your job throughout the 1970's and 80's?

1. Does this job provide a good solid future? Think about it!!!

C. Is there a lot of competition for employment in your future occupation? Before answering this question consider the following points:

1. Will you have to compete with others who have been in this particular field for a long period of time?

2. Does the competition in this field outweigh the demands for the goods or services it provides?

II. Financial

A. What would be your starting salary?

B. Is the starting salary enough to support you as a single person?

C. Would the starting salary be enough to support a family?

D. What are the opportunities for raises in pay?

E. How long must you wait before receiving increase in salary?

F. Are there any additional skills needed before you are given an increase in salary?

G. Would you receive fringe benefits? If so, what are they? (Answer only if resource information is available.)

III. Life Style

A. Does your job require you to travel?

B. Would you have to work indoors or outdoors?

C. Would you work in the city, suburbs or country?

D. Would you have to own a car?

E. Is your job socially oriented? In other words, do you constantly work with others in completing an assignment or project?

IV. Training

A. Do you have to retrain at different periods of time in order to keep up with the new machines, trends, ideas, theories, inventions or demands which may affect your job choice?

B. Are there opportunities to "learn while you earn" in your future profession? If so, what are they?

V. Flexibility

A. Do you need intensive training to receive advancements in your field?

B. Will the background and training in your present job choice enable you to shift into a related occupation?

CAREER ENGLISH QUESTIONNAIRE

Part II

I. Purpose

The following topics and questions are given in order to help you become prepared for the job field of your choice.

II. Directions

Follow the same directions as outlined in Part I of the Career English Questionnaire. Above all, proofread your answers, check any errors in spelling, punctuation, incorrect usage and capitalization. Avoid sentence fragments, write complete sentences.

QUESTIONS

I. Have you taken high school courses which have helped prepare you for your future job?

A. If so, what are they? (consult your Cumulative Record sheet.)

B. If not, will you be able to make up the necessary classes while in high school?

C. If you intend to graduate without making up these classes, will you be able to take these courses after graduation?

D. Are you willing to put in the time, effort and money that may be needed to make up these classes?

II. Do you feel that you have the aptitute to perform the duties required by your future career?

State the reason for your answer in a complete sentence.

III. Do you feel that you are physically able to perform the duties required by your future career?

State the reason for your answer in a complete sentence.

IV. Do you feel that your future job meets your life style or the way you wish to live after working hours?

State the reason for your answer in a complete sentence.

ANSWER QUESTIONS IN COMPLETE SENTENCES HERE.

STATEMENT OF FINAL DECISION

By now you should have at least a general idea of whether or not your career choice meets your interests, aptitudes and intended life style.

There is no reason to be alarmed if the answers to these questions seem to be unfavorable. Remember, you are the one person who finally decides your future.

However, if you do have some doubts about your future career after completing the Career English questionnaire and job description sheet, ask your parents, teachers, counselors or someone who is already working in the future profession of your choice for their advice.

Finally, it is no disgrace to conclude that you no longer wish to enter a particular profession. Rather, be glad that you have made a mature decision. There are other fields open to you.

1. Ask about them.
2. Research them.
3. Choose one suited to you.

Write a paragraph stating why you may wish to retain your intended career or why you may not wish to retain your intended career.

Be sure that your paragraph has a good topic sentence. Follow the controlling idea in your topic sentence. Check for coherence. Avoid sentence fragments, misspelled words, incorrect usage, faulty punctuation and poor capitalization.

CORRECTION SHEET I

If you feel that you have completed the following sections of your project to the best of your ability, place a check in each of the specified columns. Place N/A (not applicable) if a column does not apply to a particular topic.

TOPIC OR SECTION	PURPOSE OF TOPIC COMPLETED	CORRECT USAGE	CORRECT PUNCTUATION	CORRECT CAPITALIZATION	COMPLETE SENTENCES	COHERENT UNIFIED PARAGRAPH	NEAT
Title Page							
Statement of Job Preference							
Statement of Intention							
Job Description Sheet							
Evaluation of Project							
Student Cumulative Record Sheet							
Statement of Final Decision							

CORRECTION SHEET II

If you feel that you have completed the following sections of your project to the best of your ability, place a check in each of the specified columns. Place N/A (not applicable) if a column does not apply to a particular topic.

TOPIC OR SECTION	CLEAR	CONCISE	COURTEOUS	CONFIDENT	COMPLETE SENTENCES	NEAT	CORRECT USAGE PUNCTUATION, SPELLING CAPITALIZATION
Letter Requesting Information							
Letter Requesting a Recommendation							
Letter Applying for a Job							
RESUME							
Social Security Application Form							
Job Application Form							

CORRECTION SHEET III

If you feel that you have completed the following sections of your project to the best of your ability, place a check in each of the specified columns. Place N/A (not applicable) if a column does not apply to a particular topic.

CAREER ENGLISH QUESTIONNAIRE

PART I

TOPIC	QUESTIONS COMPLETED	CORRECT USAGE	CORRECT PUNCTUATION	CORRECT CAPITALIZATION	COMPLETE SENTENCES	NEAT	OTHER
DEMAND							
FINANCIAL							
LIFE STYLE							
TRAINING							
JOB FLEXIBILTY							

PART II

QUESTION NUMBER	QUESTION COMPLETED	CORRECT USAGE	CORRECT PUNCTUATION	CORRECT CAPITALIZATION	COMPLETE SENTENCES	NEAT	OTHER
1							
2							
3							
4							
5							

EVALUATION OF YOUR PROJECT

PURPOSE

The purpose of this section of your project is to request that you evaluate the total effect of your completed project.

DIRECTIONS

Answer the following questions in a written paragraph.

A. Has your project helped you learn about yourself in any way. If so, explain why. If not, state the reason for your answer.

B. What are some points of information which you have learned about your job that are important to you after completing this project?

Write complete sentences and unified paragraphs. Use correct usage, punctuation, spelling and capitalization.

ORAL TALK

PURPOSE

The purpose of asking you to present an oral talk is to request that you share the information which you have researched about your job with your classmates. Moreover, by listening to the oral reports of your classmates, you should learn more about other careers as well as your own; thereby, broadening your knowledge of the world of work. Then too, oral talk helps you to express yourself clearly. Good expression, like good writing, is a necessary form of communication.

Finally, oral talks should help you become a good listener. For communicative purposes, you must be a good listener as well as a good speaker.

DIRECTIONS

Prepare an oral talk for class presentation. Listen to what others have to say and gather important information about other career fields. You might cover the main points about your future career by using your Job Description Sheet.

GUIDELINES FOR ORAL TALKS

Several points are listed below which should assist you in the presentation of your oral talk. Several guidelines are also offered for listening to the presentations of your classmates.

FROM THE SPEAKER'S VIEWPOINT

I. Preparation

A. Have a clear goal or objective in mind. (Your objective should be to report on the highlights of your job and/or occupation.

B. Have a well organized outline (Use your Job Description Sheet.)

II. Speaking Techniques

A. Volume (High, low)
B. Rate (Fast, slow)
C. Time (Minutes - minimum/maximum)
D. Gestures and posture
E. Articulation and pronunication
F. Tone - well modulated - no monotone

III. Personality

A. Confidence - the speaker shows his abilities
B. Competence - the speaker shows that he know his materials
C. Enthusiam - the speaker has an interest in what he is doing

IV. The following chart attempts to show you how speaking techniques can have an effect on your employer.

TECHNIQUE	JOB APPLICANT	EMPLOYER'S REACTION
VOLUME	Too Loud	Pushy, discourteous, inconsiderate
	Too soft	Timid, lacks confidence
RATE	Too Fast	Nervous, uneasy
	Too slow	Lacks confidence
Gestures and Posture	Poor posture	Lacks confidence, not interested
	Unnecessary gestures	Nervous, uneasy
Articulation and Pronunciation	Poor articulation	Nervous, uneasy, lacks confidence
TONE	Monotone	Not interested

FROM THE LISTENER'S VIEWPOINT

I. A good listener:

A. Is courteous and silent
B. Is attentive and interested
C. Knows how to voice questions:

1. During the speech
2. After the speech

D. Knows how to evaluate a speech, if necessary and desired.

1. Can list strengths and weaknesses
2. Can evaluate constructively

II. The following chart should help you to be a good listener by setting guidelines from which you can constructively evaluate your classmate's oral talk. Rate from low (1) to high (10). Circle the appropriate number.

Remember, you may be helping him with his future!

Opening of speech (Attracts interest)	1,	2,	3,	4,	5,	6,	7,	8,	9,	1
Closing of Speech (Strong and confident)	1,	2,	3,	4,	5,	6,	7,	8,	9,	1
Volume	1,	2,	3,	4,	5,	6,	7,	8,	9,	1
Rate	1,	2,	3,	4,	5,	6,	7,	8,	9,	1
Gestures and Posture	1,	2,	3,	4,	5,	6,	7,	8,	9,	1
Pronunciation	1,	2,	3,	4,	5,	6,	7,	8,	9,	1
Organization	1,	2,	3,	4,	5,	6,	7,	8,	9,	1
Was the talk organized	1,	2,	3,	4,	5,	6,	7,	8,	9,	1
Was the objective clear	1,	2,	3,	4,	5,	6,	7,	8,	9,	1

SUPPLEMENTARY MATERIALS

PURPOSE

It is always wise to keep up to date on the different changes or events which may take place in your career field.

The purpose of this exercise is to encourage you to read about facts and events that might influence or change your profession in some way. For example, you may wish to keep up on the employment outlook, technological advancements, training requirements or any other trend which may develop in your field.

DIRECTIONS

Clip out some articles from newspapers, magazines, pamphlets, bulletins or journals or write out summaries from interesting, informative articles. . Place these at the end of your project for future references.

MATERIALS LIST

The following list is by no means complete, since new innovated Career Education materials are constantly being produced, however, it should present a general idea of what materials may be obtained for Career English classes. Many of these materials were provided by the District III Career Education Coordinator upon request.

A. Tests

Kuder Preference Record (Form CH) - Interests
Hall Occupational Orientation Inventory - Values
Differential Apptitude Tests - Abilities

B. Other

Concise Handbook of Occupations, (J.B. Ferguson Publishing Co.)
Career World Magazine
Occupational Outlook Handbook, (1974 Edition)
Hello World! A Careers Exploration Program (Field Educational Publications)
Follet Educational Series
OEK (Occupational Exploration Kit)
Career Tapes
Keys to Career Exploration (SRA)
Vocational Film Loops (Encyclopedia Britanica)
Careedex! (Vertical File Index to Jobs (Carrerdex Corporation)
Pamphlets (Vertical File)
Magazines for High School Libraries (Katz)
The College Blue Book Series (Vols. I to II)
Encyclopedia of Careers (Vols. I & II)
College Catalogs and Junior College Catalogs
Assorted magazines (ex: Career World)

Filmstrips

Jobs and Gander
A Job that Goes Someplace
On the Job: Four Trainees
Why Work at All
Trouble at Work
Career Awareness Kit
High School course selection and your career

Pathways to Music (Electronic Music)
Preparing for the jobs of the 70's
People who help others - community organizer, day care, worker, physical therapist
People who work in Science - recording engineer, lab. technician, ocean life scientist

Films

Jobs in Drafting
Jobs in Small and Major Electric Appliances
Jobs in the Automotive Trades
Jobs in the Baking Industry
Jobs in the Sheet Metal Trades
Opportunities in Clerical Work
Opportunities in Sales and Merchandising
Opportunities in Machine Trades
Opportunities in Welding
Applying for a Job
Business Machine Operations
Cooks, Chefs and Related Occupations
Jobs in Cosmetology
Job Opportunities in Hotels and Motels
First Step Typing
Posture and the Keyboard
Typing Techniques - Part I
Typewriter Techniques - Part II
Remedial Typing
The Wild and Wonderful World of Auto Racing
Writer, Story of A
Intern, Story of An
People who make things
Logging
Making it in the World of Work
Story of a Newspaper, the
Consumarism - Let the Seller Beware
Is a Career in the Health Services for you?
Is a Career in Clerical Work for you?
Is a Career in Electronics Manufacturing for you?
Is a Career as a Technician for you?
Is a Career in Government for you?
Is a Career in the Hotel or Motel Business for you?
Is a Sales Career for you?
Is a Career in the Professions for you?
Is a Career in Finance, Insurance or Real Estate for you?
Is a Career in Radio or Television for you?
Is a Career in the Service Industries for you?
Is a Career in Machining for you?
Jobs in Health